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ABSTRACT

A program that sponsored eight visiting U.S. professors to teach science and conduct applied research in two Nicaraguan universities was evaluated. The program, which was funded by the U.S. Agency for International Development, was conducted at the Universidad Centroamericana (UCA) in Managua and the Leon campus of Universidad Nacional Autonoma de Nicaragua (UNAN). The evaluation team conducted interviews in 1983 with university rectors, administrators, department chairmen, and the five professors still teaching in the project. The interviewing investigated: project and personal goals; the work context in the Nicaraguan universities; the legacy of the project; project activities (teaching, research, extension); unintended outcomes; and the project's overall impact. The team also inspected instructional materials and, accompanied by local and visiting faculty members, visited research projects and new extension facilities. Appended materials include: a description of project services, the project proposal and budget, the grant agreement in both English and Spanish, descriptions of teaching jobs in 11 fields, job application form, information on the teacher compensation package, the evaluation questionnaires, data on professors' accomplishments, and information on teaching materials purchased. (SW)

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U.S. PROFESSORS IN NICARAGUAN UNIVERSITIES:

THE LASPAU/AID NICARAGUA PROJECT

November, 1983

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U.S. PROFESSORS IN NICARAGUAN UNIVERSITIES:

THE LASPAU/AID NICARAGUA PROJECT

November, 1983

Evaluation Team: Rolland G. Paulston, University of Pittsburgh
Fay Henderson Franklin, LASPAU

Abstract

During 1981 and 1982, LASPAU/AID sponsored eight visiting U.S. professors to teach science and conduct applied research in two Nicaraguan universities. Our evaluation team visited the Universidad Centroamericana (UCA) in Managua and the Leon campus of Universidad Nacional Autónoma de Nicaragua (UNAN) from September 26 to September 29, 1983. We interviewed university rectors, administrators, department chairmen, and the five professors still teaching in the project. The team also inspected instructional materials and, accompanied by local and visiting faculty members, visited research projects and new extension facilities. The evaluation team found widespread and compelling evidence of a very successful project, i.e., project and personal goals have been met, and university administrators and faculty expressed strong interest in continuing the project under LASPAU's auspices.

I. INTRODUCTION

How might one best assess the impact of LASPAU's Visiting Professors Project? Clearly, time and expense were factors as well as the ill-defined nature of the treatment --- a project of eight Visiting Professors precludes the use of such rigorous methods of impact assessment as using an experimental design with controls. (See Peter H. Rossi et al. "A Framework for Impact Assessment" in Evaluation: A Systematic Approach. Beverly Hills: Sage Publications, 1979.) Rather, we have opted for an impact evaluation using approximate methods and both quantitative and qualitative data. Where possible, we have attempted to use quantifiable indicators as in tabulating courses and hours taught, non-budgeted monetary inputs secured, individual goal scoring, and the like. For the most part, however, constraints of time and circumstance led us to depend most heavily on more qualitative data secured from personal interviews, direct observation, and participation in ongoing project activities at the two universities. (Two works on choices in evaluation methodology are: Thomas D. Cook & Charles S. Reichardt. Qualitative & Quantitative Methods in Evaluation Research. Beverly Hills: Sage Publications, 1979; and Michael O. Patton, Qualitative Evaluation Methods. Beverly Hills: Sage Publications, 1980.)

A word or two may be in order as to whom we sought out for interviews and the interview schedule used.

As recorded in Appendix I, we interviewed members of the four major "stakeholder" groups, i.e. USAID, the universities, the Visiting Professors, and LASPAU. Meetings with AID and the Ambassador took place in the American Embassy in Managua. Meetings with university administrators took place on the respective campuses. Visiting Professors were also interviewed by both team members on campus, usually *al fresco*. The LASPAU team member absented herself from each interview at an appropriate time in order to provide interviewees with the opportunity for frank and possibly critical assessments of LASPAU's role and performance. Several weeks later, we used the same interview schedule to conduct phone interviews with the two Visiting Professors who had returned to the United States early for academic and family reasons.

The interview schedule used eight open-ended questions that sought evaluation data concerning:

- o project and personal goals
- o the work context in the Nicaraguan universities
- o LASPAU's management of the project
- o legacy of the project
- o project activities (teaching, research, extension)
- o unintended outcomes (both positive and negative)
- o the project's overall impact

o additional comments or observations

Every interviewee was asked to rank each of the first four questions using a scale from 0 to 5 where 0 was the lowest or most negative and 5 the highest or most positive ranking. While this was at best a crude indicator, it enabled us to provide a measure of central tendency for aggregated responses to each question. While the interview findings presented in Section IV are certainly the most central to this evaluation report, they might be best put into proper perspective by first examining the project's formulation and implementation efforts. This will enable the reader to identify stakeholders' major goals as well as the strategy and tactics chosen to implement this challenging experimental project in an evolving revolutionary setting.

II. THE PROJECT'S FORMULATIVE STAGE: 1979-1981

Project evaluation at its best has two major tasks. It seeks first to assess the extent to which the project has attained its goals and objectives, and also the impact the project has had. The second task is to suggest or explain why project outcomes were more or less congruent with stated goals and objectives. We will address the first task with a review of both the project's planning documents and the presentations of USAID's, the universities', and LASPAU's expectations. This documentary analysis will be supplemented with interview data and expanded in Section IV to include the personal goals of the fourth stakeholder group, the eight Visiting Professors who joined the project in 1981.

In August 1979, less than a month after the United States had recognized the new Nicaraguan government and appointed Lawrence Pezzullo as Ambassador and Lawrence Harrison as AID Mission Director, the Embassy asked LASPAU to plan an immediate visit to Nicaragua for the explicit purpose of reestablishing the AID/LASPAU faculty development programs and as had been the case since 1966, offering Nicaraguan universities scholarships to train their faculty members in U.S. university graduate programs.

LASPAU's Regional Director for Central America visited Nicaragua in September 1979 and met with Dr. Mariano Fiallos, UNAN's Rector, who said that constraints created by the post-revolutionary situation would make it very difficult for the universities to participate in LASPAU's program in 1979. Specifically, an announced "open enrollment" policy was expected to almost double the undergraduate population at a time when one-third of the most highly qualified full-time university professors were resigning from the universities, usually to accept middle and upper level positions in ministries and agencies within the national reconstruction government. Thus, the universities were already experiencing a critical shortage of qualified staff, and they could not rationalize or approve sabbatical leaves under these conditions. Dr. Fiallos did suggest, however, that a limited number of awards for graduate study could be accepted if LASPAU would recruit and fund U.S. replacement professors for the Nicaraguan universities. He explained further that both UNAN and UCA had already made bi-lateral arrangements contracting 37 foreign professors from Mexico, Cuba, and Venezuela and that official policy encouraged the expansion of similar arrangements as a way of meeting the short-fall of trained Nicaraguan professors and, especially, of maintaining and perhaps even upgrading academic standards.

LASPAU's Regional Director presented Dr. Fiallos's request to AID/Managua where the idea received enthusiastic support because it offered an opportunity for an invited North American presence on campus at a time when U.S. policy toward Nicaragua was

collaborative, seeking opportunities to compete with the left-radical groups in the society by strengthening the centrist democratic elements. To LASPAU, Fiallos's proposal presented an opportunity to respond to the faculty development needs of participating institutions in a new mode.

In late 1979 and early 1980, AID officials, administrators of UNAN and UCA, and LASPAU's staff carried on an extended dialogue that produced a consensus on overall goals and objectives acceptable to both AID and the universities, and feasible operating guidelines for implementing the Visiting Professors' Project.

In mid-1980, USAID sent out a Request for Proposal (Higher Education Development Project/Nicaragua, Appendix I) to secure a contractor who would provide ten U.S. university teachers in natural sciences and development-related fields for a period of 12 months. The AID/RFP presented a number of goals and desired project outputs. Its overall goal was "to improve the quality of education in Nicaragua...by expanding the pool of skilled technical expertise available for national development needs through training of university students..." and its specific purpose was "to assist the Nicaraguan universities to develop more highly trained manpower in priority fields for national development." The RFP also stated that "this direct form of people-to-people contact between U.S. professors and Nicaraguan university students and faculty provides for a potentially strong impact on improving understanding and relationship (sic) between the two nations." (RFP, p.5.) LASPAU's proposal, in response to AID/Nicaragua's RFP (Appendix II), focused on its unique qualifications for carrying out the AID project designed to strengthen Nicaraguan universities through recruiting U.S. professors. The proposal presented a detailed work plan (see p.5), firmly grounded in "LASPAU's successful Nicaraguan experience," and it cited LASPAU's 16-year record of close and effective collaboration with UNAN and UCA, a relationship that had resulted in 79 AID/LASPAU scholarships for U.S. study. LASPAU noted that the institutional leaders for faculty development at UNAN and UCA and LASPAU's ongoing contacts would also be the project's principal contacts: Dr. Mariano Fiallos, Rector of UNAN and former member of LASPAU's Board of Trustees (1974-1976), Lic. Enrique Alvarado, Academic Vice-Rector at UCA and former LASPAU scholar (1977-1979). In fact, because LASPAU's role as administrator of AID/LASPAU awards from 1965 on had made it the major link between Nicaraguan and U.S. universities and because LASPAU would continue to manage a limited AID-funded program of U.S. study awards for Nicaraguan professors if U.S. replacements could be recruited, LASPAU saw this project as organically and logically related to historical and ongoing AID/LASPAU projects for university development in Nicaragua.

LASPAU proposed to draw on its extensive network of U.S. academic contacts, its 16 years of experience evaluating professional and personal qualifications in an academic setting,

and its staff's significant professional experience in Nicaragua and the region to locate and attract U.S. teachers with optimum academic and personal qualifications for the specific circumstances.

In September, Barry Schumann, LASPAU's Executive Director, Ann Roy, its Financial Director, and Fay Henderson Franklin, the Regional Director for Central America journeyed to Managua for final discussions of its proposal. After meetings with representatives of both AID and the Nicaraguan universities, LASPAU was instructed to begin the recruitment process. Agreements were signed by AID, UCA, and UNAN on September 30, 1980 and by LASPAU and the two Nicaraguan institutions in December of 1980. The formal AID/LASPAU contract was signed by LASPAU on November 20, 1980 and by AID/Nicaragua on December 17, 1980 (Appendix III).

A. Basic Contract Stipulations

1. Professors were to be recruited in the following areas:
UNAN: Biology (Ecology), Chemistry, Mathematics, and Physics
UCA: Computer Science, Educational Evaluation, Forestry, Natural Resources (Hydrology/Aquaculture), and Human Nutrition.
2. Professors recruited were to fit the following profile:
 - a) master's or doctoral degree in a relevant field
 - b) university teaching experience
 - c) fluency in Spanish
 - d) previous professional or educational experience abroad (preferably in Latin America)
 - e) a flexible, collaborative approach as a teacher and colleague, and an ability and predisposition to adjust to a new academic and cultural setting.
 - f) U.S. citizenship

From the outset, all three participating entities had agreed that the basic sciences and development-related fields be given priority, to the exclusion of other fields, because the universities were now expected to collaborate in technical, development-related, government-sponsored research projects. Applied research had not been a part of the Nicaraguan university tradition, nor had it been contemplated by the pre-revolutionary regimes, so the faculty had little preparation for this role. Furthermore, the universities had already experienced problems with some highly politicized and volatile Latin American visiting professors in the social sciences and concurred with AID and LASPAU in the desirability of attracting collaborative, creative, "hands-on" young academics whose main interest in the project would be related to their scientific and technical contributions and who could help in reorienting and revamping undergraduate curricula and research to increase their applicability to Nicaragua's development needs. Open-minded, collaborative,

flexible but not highly politicized academics were sought.

3. LASPAU was to recruit the Visiting Professors who would then be evaluated by the universities' representatives and LASPAU's staff and contracted by UNAN and UCA; each professor would receive \$10,000 cordobas (U.S. \$1,000 at the official rate) per month to be paid by the project to the university and by the university to the professors. This was the highest salary paid to Nicaraguan university professors.

The salary and mode of payment were, again, mutually agreeable to the four participating institutions. The project wanted to attract highly qualified "volunteers," Peace Corps-like individuals who would be seen and see themselves as the colleagues and equals of their Nicaraguan counterparts, not as privileged outsiders.

B. Recruitment

In the late fall of 1980, LASPAU began to implement the first stage designing a comprehensive seven-page application, refining and tailoring its network of U.S. academic contacts and sources to reach candidates of the type described above.

LASPAU conducted a multi-facted promotional campaign that highlighted the terms and conditions of employment as approved by the Nicaraguan universities, USAID, and LASPAU. The following sources were utilized:

- o LASPAU's network of U.S. university contacts (i.e., deans and department heads, academic advisors of LASPAU, and ex-LASPAU scholars) in the fields of study requested. A personalized letter campaign sought out qualified faculty as well as graduate students about to complete their degrees.
- o Professional associations, such as the American Physical Society and the American Chemical Society, and their databases and publications.
- o Regional and national associations of U.S. universities and junior colleges (e.g., MUCIA and the American Association of Junior Colleges).
- o American academics with interest in Central America and/or Latin American Studies Departments.
- o Organizations emphasizing technical service and work in the volunteer mode (e.g., databank of ex-Peace Corps volunteers and VITA, Volunteers in Technical Assistance).

NOTE: A letter, job descriptions to be posted and/or published, and background information, were sent to each

of the groups described above (see Appendix IV).

- o Publications. Advertisements were placed in the following publications (see sample advertisements in Appendix IV):

Chronicle of Higher Education

Hotline (newsletter to ex-Peace Corps Volunteers)

Science

Computer Science magazine

Sunday editions of:

New York Times

Los Angeles Times

Miami Herald

Between December first and February 15th, the deadline for receipt of applications, LASPAU received well over 200 requests for applications. Of that group, 149 were in the fields of specialization required while well over 70 (43 written and about 30 telephone requests) were in such non-eligible fields as English as a second language, social sciences, and Latin American studies. All those who were in an eligible field received a packet including an application and any updated information available from the Nicaraguan university with more precise details of the academic assignment in question. (See attached packet in Appendix V.) From this initial group of 149 eligible candidates, LASPAU received a total of 54 completed applications by the February 15th deadline.

A careful screening process that included checking academic, teaching, and Spanish proficiency references was carried out by LASPAU's Executive Director, its Regional Director, and its Nicaragua Project Coordinator.

Outstanding candidates were preselected in aquaculture, educational evaluation, biology, forestry, human nutrition, hydrology and chemistry. One good candidate was preselected in physics. In spite of significant additional promotional work by LASPAU's staff between January 15 and February 15, no acceptable candidates were located in mathematics or computer science.

C. Candidate Interviews

Twenty-four applicants from all over the United States were invited to Cambridge for in-depth personal interviews on March 23 and 24, 1980.

Each interview/evaluation team consisted of the appropriate Nicaraguan university representative (Dr. Fiallos or Lic. Alvarado), Dr. Lewis Tyler (a LASPAU Regional Director), a U.S. university professor with expertise in the candidate's specialization, and LASPAU's Nicaragua Project Coordinator.

The interviews touched on all issues relevant to the position --- the university context, the institution's expectations, the

candidate's academic competence as well as his or her teaching experience and motivation in applying for the position, and the terms and conditions of the contract. In addition, each candidate had been asked to prepare and present a mini-lecture in Spanish in his or her field in order for the team to evaluate teaching and language competence. (See candidate tests and Interview Schedule in Appendix VI.)

Immediate consensus was reached on candidates in biology (3), chemistry (bio-chemistry) (1), aquaculture (1), evaluation (1), and forestry (1). Candidates in physics and hydrology were considered deficient. UCA's representative disagreed with the other team members on the ranking of the human nutrition candidates, preferring the candidate with an M.S. to the one with a Ph.D. Other committee members deferred to his judgment on the relevance of the M.S., given the level of development of UCA's nutrition program.

AID/Managua reviewed the dossiers of the preselected candidates and indicated its approval.

THOSE APPROVED WERE:

UCA

Aquaculture	Carole Engle	(Ph.D., Auburn University)
Educational	Elaine Stryker	(Ph.D., Western Michigan University)
Evaluation		
Forestry	Linda Roth	(M.S., Yale University)
Human Nutrition	Mirette Seiren	(M.S., University of Wisconsin at Madison)

UNAN

Biochemistry	Juan Negrón	(M.S., University of Arkansas)
Biology (Ecology)	Micahel Marsh	(Ph.D., University of California at Berkeley)
Biology (Pest Control)	Lyn Garling	(Ph.D., in progress, University of Florida)
Biology (Zoology)	James Silliman	(Ph.D., University of Arizona)

At the time of the interviews in Cambridge, the Nicaraguan universities expected the selected candidates to arrive at their campuses in June 1981 to begin teaching when their semester began in July.

Unfortunately, the project was stalled at this point when President Reagan announced his determination that the Nicaraguan government was in violation of the terms under which the U.S. government could legally allocate AID loans and grants to Nicaragua.

By mid-August 1981, when funding for the project was confirmed by AID/Nicaragua, one professor, Eileen Stryker had already accepted another position. The other seven, however, had maintained their commitment to the project.

D. Predeparture Orientation:

From August 26 to 28, LASPAU hosted a predeparture orientation for the seven professors who had accepted the positions offered. (See Appendix VII for schedule.)

The orientation was attended by the Visiting Professors, a group of officials from each government and by colleagues and representatives of institutions related to the project. Those in attendance included:

Mr. Arturo Cruz, Nicaraguan Ambassador to the United States
Mr. Lawrence Harrison, USAID Mission Director/Managua
Ms. Lucy Conger, Nicaraguan Program Coordinator.
Inter-American Foundation, Washington, D.C.
Dr. Mariano Fiallos, Rector of UNAN
Lic. Enrique Alvarado, Academic Vice-Rector of UCA
Mr. Barry Schumann, LASPAU's Executive Director
Dr. Lewis Tyler, a LASPAU Regional Director
Ms. Penny Wickey, LASPAU's Financial Director
Ms. Fay Henderson Franklin, LASPAU's Nicaragua Project Coordinator

The first full day of orientation included talks by Mr. Harrison on the project itself, by Mr. Cruz on Nicaragua and U.S.-Nicaraguan relations, by Ms. Conger on the Inter-American Foundation's ongoing development-related projects in Nicaragua, and by Dr. Fiallos on the Nicaraguan educational system under the reconstruction government.

The afternoon was devoted to providing the participants with detailed information on the project's financial and contractual arrangements. (See Appendix VII for Compensation package. Appendix VII also includes a table of contents of additional documents including a bibliography of recent articles, books, and information on Nicaragua provided to the professors.)

On the second day, Dr. Fiallos and Lic. Alvarado met with each of the Visiting Professors to discuss in more detail his or her academic responsibilities and to answer any specific questions.

Because the professors were to arrive in mid-semester, it was agreed that from October to February the Visiting Professors would concentrate on curriculum development and, in some cases, offer upgrading seminars and short courses to their Nicaraguan colleagues. Regular classroom teaching would not commence until the semester beginning in March 1982.

All professors arrived on schedule except Lyn Garling who was on a short-term contract in Venezuela; she assumed her responsibilities in January 1982. Nathan Stone, Carole Engle's husband, applied to join the project in the field of Aquaculture, was accepted by UCA and AID/LASPAU, and began work in March 1982. He held an M.S. in Aquaculture and was a doctoral candidate at Auburn University at the time he was confirmed for the project.

III. PRELIMINARY PROJECT EVALUATION/MARCH 1982

In March 1982, LASPAU's Project Coordinator traveled to Nicaragua to conduct the preliminary, on-site project evaluation called for in the contract. Professors were asked in advance to prepare a detailed outline of their teaching, research, and extension activities from October 1981 to February 1982 and, together with the Nicaraguan university administrators, to complete a questionnaire designed by the Project Coordinator to evaluate project administration to date. The preliminary evaluation had as its goals: 1) to review the professors' academic output and adjustment to their new academic and cultural setting and, in that light, to project the probability of their meeting personal and project goals over the duration of the program; 2) to elicit suggestions for project modifications that would facilitate the professors' ability to make optimal contributions to their host institutions; and 3) to solicit the U.S. professors' and the Nicaraguan universities' feedback on LASPAU's administration of the project's promotion, evaluation, selection, and orientation phases. (See Appendix VIII for sample questionnaire.)

- #1) To review the professors' academic output and adjustment to their new academic and cultural setting and, in that light, to project the probability of their meeting personal and project goals over the duration of the program.

The relationship developing between the professors and their institutions was characterized as "positive, collaborative, open, and congenial" by both parties. The Visiting Professors did indicate, however, a high level of frustration as a result of having to expend large amounts of their time (up to 40% in the first months) arranging for visas and housing, and recovering their personal effects and academic materials from customs; they requested that LASPAU ask the universities to play a more active role in untangling the red tape and delays encountered.

The housing situation at UNAN/Leon had been solved early on with the rental of one house for the group of four. In Managua, where the housing situation was complicated and rental possibilities almost non-existent, the professors listed adequate housing --- or lack of it --- as their major difficulty. Unfortunately that situation plagued three of the four UCA professors throughout their 27 months in Managua; and despite some assistance from UCA and CNES, the umbrella organization for Nicaragua's higher education system, and repeated requests from both the professors and LASPAU that UCA resolve the problem, solutions were always temporary.

The seven professors' academic experience in the initial months was positive, but the UNAN-based professors expressed

notably less enthusiasm and more frustration on specific issues.

The UCA professors exuded dynamic optimism about the possibility of "pioneering" in specializations new to the university curriculum, and they tended to downplay any bureaucratic difficulties they had encountered. On the other hand, the UNAN professors, especially the three in biology, appeared to feel stymied by the bureaucracy encountered both at UNAN and in their attempts to settle in.

Whereas UCA professors were aware that they were at the center of faculty decision-making with regard to their specialization, UNAN professors recognized, quite accurately we believe, that they were marginal or excluded from major decision-making in their department; they had little flexibility and freedom-of-choice because they had been assigned limited and specific academic tasks, one course each, that were not necessarily congruent with their own specializations.

The differing treatment by the universities may have arisen, to some extent, from the nature of the professors' academic area assignments. The UNAN professors were charged primarily with revising traditional theoretical courses in the basic sciences. They were seeking ways to break away from a traditional system of memorization that was comfortable for both faculty and students, and they were simultaneously attempting to equip very scarce laboratory facilities and make classroom lectures and readings more relevant by taking science out of books and making it experiential. As the three biology professors were to focus on materials and teacher preparation, there appeared to be an opportunity for them to achieve fundamental changes in science education.

UCA professors were developing new academic disciplines with clear and immediate application to the reconstruction government's development programs. Their unique qualifications carrying out the university development phase and collaborating on "first-time" projects underlay the attention they received.

Research opportunities highlighted another difference in the possibilities and probable outcomes for each group. The UCA professors living in Managua were close to the ministries related to their specializations. At the time of the preliminary evaluation, they had already met with representatives of INPESCA, IRENA, MIDA-INRA, and they had every reason to believe that joint projects would result.

The UNAN professors, living in Leon, found it difficult to travel to Managua and, although they expressed pleasure in the small town ambience, were cut off from potential non-university research collaborators.

As detailed in Appendix VIII, each professor could point to a significant and varied academic output from October 1981 to

February 1982 and had a clear sense of university and personal expectations for the coming seven months, the length of time assured by the initial project agreement.

- 2) To elicit suggestions for project modifications that would facilitate the professors' ability to make optimal contributions to their host institutions.

Two universal requests, which the professors viewed as crucial to the project's success were made at the time of the evaluation.

Materials allowance: Each professor had been allocated U.S.\$800.00 to purchase academic and research-related materials during the life of the project. Most of the Visiting Professors had spent a large part of this allowance on textbooks and lab materials based on the course information they had received prior to arrival. None of these materials were irrelevant to the overall assignment, but most participants received expanded and/or revised job descriptions and found library materials and laboratory equipment to be practically non-existent when they arrived. They therefore requested a revision of the allowance clause so that funds would be available as needed during their tenure. The professors stressed that their ability to carry out applied research and operate minimal lab programs depended on expanding this allowance.

Transportation Allowance: Under the project's guidelines, each participant was allowed to ship a car to Nicaragua. Six of the eight participants had opted not to do this, but were finding lack of transportation a serious constraint on their research and related field work. (Also, one of the two who did ship cars was never able to get the car released from Nicaraguan customs.) The participants requested that AID/LASPAU reassign the monies allocated for transportation of vehicles to a fund to buy two jeeps --- one for the group at UCA and one for UNAN.

After reviewing the written and oral evaluations, LASPAU's Project Coordinator met with Mr. Gerald Wein, Acting Director of the AID Mission, and Mr. Hunter Fitzgerald, LASPAU's AID/Washington contact, who was also visiting in Nicaragua, and gave an oral mid-term evaluation report. AID responded positively to requests for an additional materials budget and a reallocation of transportation funds and expressed its satisfaction with the project and LASPAU's administration.

Preliminary Evaluation Adjustments

Two important concrete adjustments arose from the preliminary evaluation. First, each Visiting Professor was to receive a materials allowance of U.S.\$1,000 per semester. LASPAU's Administrative Assistant to the Nicaragua Project set up a system for receiving orders from the Visiting Professors and purchasing

all the materials they needed while AID and LASPAU agreed that LASPAU could ship these materials by APO to a contact in AID's Nicaraguan Mission. These services were offered because having the professors themselves order from abroad would have been time consuming and inefficient, and because their experience with retrieving materials from customs suggested possible future problems with that route. The second adjustment allowed for the purchase of one jeep for use at each institution. These jeeps were finally purchased by AID, but were delivered nearly a year later.

It should be noted that both adjustments were crucial to the professors' ability to operate at maximum efficiency; AID/LASPAU's flexible response to their requests strengthened the open and collaborative relationship which had developed between the participants and the project's administrators. The "in-house" fine tuning that resulted from the initial evaluation served the project well.

- 3) To solicit the U.S. professors' and the Nicaraguan universities' feedback on LASPAU's administration of the project's promotion, evaluation, selection, and orientation phases.

UNAN and UCA, on behalf of whom LASPAU had agreed to administer the project, and the Visiting Professors both made favorable comments regarding LASPAU's role. Two specific suggestions for improvement that the Visiting Professors made were in large measure related to circumstances beyond LASPAU's control. Their suggestions:

- 1) Reduce the length of time between final interviews (March 1981) and the beginning of the teaching contract (October 1981). That delay resulted from the U.S. government funding freeze mentioned above and was not part of the project's original schedule.
- 2) Draw up more accurate and more complete job descriptions which include precise information on the classes, labs and level of students to be taught. LASPAU's staff, having deemed the information from the Nicaraguan universities to be sketchy, had requested clarifications and additions, but had had little success in eliciting these.

The universities indicated their approval of LASPAU's prearrival management of the project and their recognition that, prior to arrival, "The Nicaraguan universities could have provided more precise information to the candidates. For example, the academic courses that [the professors] were expected to develop..., the level of students to whom courses would be taught, etc."

IV. EXTENSION OF THE VISITING PROFESSORS PROJECT THROUGH
DECEMBER 1983

In the summer of 1982, LASPAU determined that funding was available from the initial allocation of \$489,656 to finance the project through the end of 1983.

A survey indicated that Lyn Garling of UNAN would not renew because she intended to return to her doctoral studies in January 1983. As Michael Marsh had returned to the U.S. early (in May 1982) to attend to urgent family matters, this left only two professors at UNAN while UCA was to retain its full complement of four Visiting Professors. At UNAN's request, LASPAU again attempted to recruit professors in mathematics and computer science. Given the deteriorating relations between the U.S. and Nicaraguan governments and the huge salary differential between the project's salaries at UNAN and those paid in these fields in the U.S., LASPAU was again unsuccessful. UCA requested that LASPAU contact Ms. Stryker, the professor selected in Educational Evaluation, to explore the possibility of her joining the project in January 1983, but she had already made a permanent commitment in Mexico.

Between March 1982 and December 1983, the LASPAU Coordinator made three additional visits to Nicaragua to monitor the project. On each occasion, she met with the Visiting Professors and with AID and university representatives. The project ran smoothly and no additional adjustments were requested or required.

The system for ordering and delivering materials to the Visiting Professors instituted by AID/Managua and LASPAU was efficient; materials arrived in a timely fashion, providing crucial support to the professors' projects and lasting contributions to the institutions.

V. PROJECT OUTCOMES

As Rossi suggests, the starting point for impact evaluation is the identification and explication of several outcome measures. These should reflect the intervention goal --- in this case, an improved and more development-oriented science curriculum. The measures should, in addition, be sensitive enough so that an identifiable change will take place in them if the intervention is efficacious (Rossi, op cit. p. 163-4).

In this section we shall, accordingly, present our findings on the extent to which the project outcomes sought actually were achieved. These findings will be presented from the perspective of each stakeholder group. The data used comes from the interviews, especially questions one through four, and from direct observation of project activities during our visit.

In the following section of conclusions, we will make an overall assessment of the project's impact on the stakeholders and particularly of their views of the project's effects and prospects as well as of which innovations they expect will continue after the project's end in December 1983.

Anticipated Project Outcomes:

As noted earlier, AID's outcome measures centered largely on work the Visiting Professors would do at the universities. A comparison of approximate anticipated and realized outcomes is presented below. The reader should note that the expected outputs were based on ten visiting professors, where in fact only eight served.

A. Basic Outputs as outlined in the RFP:

- 1) Instruction: approximately 2,000 university students from UNAN and UCA will have received instruction from the Visiting Professors.

Our detailed charts on each professor's contribution (See Appendix IX) indicate that the Visiting Professors' contact with students in semester-long classes, labs, seminars and workshops well exceeded the projected total of 2,000 students. It should be noted that Visiting Professor-student contact ran the gamut from no official classroom contact (Michael Marsh) to contact with more than 500 students per semester (Juan Neqrón).

- 2) Guidance: approximately 100 theses or student monographs will be prepared under the direct guidance of U.S.

professors.

Given the number of students in the latter years of the Visiting Professors' specializations, this was an unattainable expectation. It should be noted, however, that at UCA the Visiting Professors advised on all theses and monographs being prepared by students in their departments. UNAN's Visiting Professors advised a total of seven students preparing monographs in biology-related areas.

- 3) Training: approximately 100 university professors will have received training.

Numbers of colleagues and student assistants to be trained were determined by the Nicaraguan institutions. That number fell short of what AID had anticipated, but reflected the number of Nicaraguans considered qualified and thus selected by their departments for future positions as professors.

UCA

Aquaculture	4
Forestry	2
Nutrition	3
	9

UNAN

Biochemistry	8
Biology	12
	20

- 4) Research: at the UCA, a total of ten research projects.

As the detailed charts in Appendix IX show, this number was exceeded; UNAN professors, who were not mentioned in the RFP, also were involved in at least ten research projects during the Visiting Professors' tenure (see also Appendix IX).

- 5) At UCA, an ongoing program of university extension will have been established linking the university and communities.

Individual projects of community outreach had been initiated by the Visiting Professors and their faculty colleagues in all three areas --- aquaculture, forestry, and nutrition. It is expected that other community outreach efforts will follow because UCA has a stated policy of developing extension.

- 6) Evaluation: at the UCA, a functioning evaluation system will be established...to assist the performance of the university in meeting teaching, research, and service objectives.

Unfortunately, as explained above, the person recruited by LASPAU and selected by UCA had accepted another position by the time final confirmation of the project was received. Another qualified applicant was not located.

B. Other Project Outputs

Other outputs not specified in the RFP but directly attributable to the Visiting Professors and a significant legacy of their leadership are (see Appendix IX):

1. UCA

a. Nutrition

Curriculum developed for new major

o seven courses developed

o two mimeographed 150 page class texts written

Laboratory installed

b. Aquaculture

Curriculum developed for new major

o 13 courses developed

o seven manuals of basic fish culture produced

First two aquaculture tanks constructed in Nicaragua for fish cultivation

c. Forestry

Curriculum revised and major courses updated

o Cartography/Photointerpretation course and lab developed

Program in forest mapping and inventory instituted

Additional funding to support research projects at UCA was sought and secured by the Visiting Professors in a number of instances.

	<u>Nutrition</u>
1982	U.S.\$15,000.00 for nutrition lab equipment (University of Moncton, Canada)
	U.S.\$50,000.00 for Nutrition Lab Construction and equipment (UCA)
	<u>Aquaculture</u>
1982	U.S.\$35,000.00 for Pond Construction from the Institute Juan XXIII (grant to the Institute from France)
1983	U.S.\$24,000.00 for Pond Maintenance from CNES, Consejo Nacional de Educación Superior

This U.S.\$124,000.00 represents 25% of additional funding brought to the project.

2. UNAN

a. Biochemistry

Revision of biochemistry lecture and lab curriculum for

- medical, dental, and pharmacy schools
- o Development of mimeographed notes to replace a textbook
- Orientation of departmental research in biochemistry and microbiology toward diseases prevalent in Nicaragua
- o Equipping of biochemistry laboratory

b. Biology

Curriculum updating and revision

- o Zoology II, III, IV
- o General Ecology

Curriculum development

- o Advanced Ecology
- o Ornithology

Laboratories/Field trips

- o Development of a program of integrated laboratory and field trips for courses listed above

VI. STAKEHOLDER GROUPS

A) AID

While AID mission personnel expressed overall satisfaction with the project, they tended to describe it as the work of others from an earlier time. (In fact, no-one who had been at the AID mission in Managua when the project was conceived, initiated, or given its preliminary review was still in-country at the time of the final evaluation in October 1983.) Those 1979-1981 AID Mission personnel who were contacted indicated that, while it was gratifying to know that the project had met with success, they viewed it as but a small part of a larger strategy which had not met with success.

The only negative comments from AID personnel related to the lack of contact between the AID Mission, the Embassy, and the Visiting Professors. As the Visiting Professors were not contractors, but visiting U.S. professors hired by Nicaraguan universities assisted by USAID's funding and LASPAU's project promotion, this lack of contact was inherent in the project design developed by AID, the Embassy, and LASPAU in 1979-1981.

B) Nicaraguan Universities

1) UNAN

- a) The Rector
[Project Rating 4.5]

Dr. Mariano Fiallos, Rector of UNAN/Leon and initiator of the project concept, consistently supported and promoted the project.

Prior to the Visiting Professors' arrival in Nicaragua, the national reconstruction government named Dr. Fiallos President of the Managua-based Consejo Nacional de Educación Superior (CNES), the umbrella organization for restructuring higher education.

From this important position, he consistently gave official support to the project, but, because this position also required him to spend significant amounts of time away from Leon, he had almost no personal contact with the Visiting Professors and delegated responsibility for operational issues arising from the project to Dr. Eduardo Muñoz, UNAN/Leon's secretary general, and to Dr. Dionisio Palacios, the Administrative Vice-Rector.

All three UNAN representatives were interviewed in October 1983. Speaking for the group, Dr. Fiallos rated the project a

success. He pointed to the Visiting Professors' academic credentials and to the significance of their curriculum revisions in the biological sciences. He was aware of the excellent collaborative relationship that had developed between the Visiting Professors and their department chairmen, colleagues, and students. When asked to rate the project on a scale of 0 to 5, Dr. Fiallos gave it a 4.5, citing the short-fall in fields of study and numbers of professors expected as the only negative. (The project had failed to recruit professors in physics, mathematics, and computer science --- areas of real need at UNAN --- and no replacements were found for the two out of the four professors who did not renew their contracts for 1983.)

b) Licda. Maritza Vargas, Department of Biology
[Project Rating 4]

Licda. Vargas reviewed the work of the three professors under her supervision --- Garling, Marsh, and Silliman. Each had consulted with her upon arrival, and, as with all foreign professors, had agreed upon a work plan in three areas: materials preparation and classroom assignments; teacher training; and research.

She indicated that all three had played a leadership role in curriculum revision and development, maintained excellent relations with their colleagues and counterparts, and assumed major roles in "solving the department's problems related to upgrading the quality of teaching." She acknowledged that all three had been to some extent frustrated in their attempts to do research --- lack of time, materials, facilities, and transport combined to make research a very minor part of their work.

In spite of the impediments to research, Licda. Vargas pointed to the Visiting Professors' "systematic scientific approach" as a recognized role model for others at UNAN.

c) Dr. Luis Muñoz, School of Medicine
[Project Rating 4+]

Juan Negrón, whom Dr. Muñoz supervised, also agreed on an ambitious work plan upon arrival. Put in charge of revising the biochemistry courses for medical, dental, and pharmacy students, he "carried out his plan to the letter," according to Dr. Muñoz. Juan's materials preparation and teaching as well as his leadership role in planning applied biochemical research for the department were considered "very valuable". Muñoz stressed both the quality of Juan's collaboration and the excellent personal and professional relationships he had maintained with his Nicaraguan colleagues and with the school's other foreign professors.

a) The Rector and former Rector
[Project Rating 5+]

Fathers Miquel Angel Ruiz and Amando L6pez, the two UCA Rectors during the Visiting Professors' tenure, described the project as "the very best foreign assistance project on our campus."

UCA's administrative support of the project was personal and overt throughout. UCA took pride in the dynamic leadership that the UCA Visiting Professors offered the country in aquaculture, nutrition, and forestry, and they showed it. The four Visiting Professors could count on active and enthusiastic support from the Rector, the head of the Faculty of Agricultural Sciences (in which their respective majors were housed), and their department chairpersons whenever they requested it.

At the time of the October 1983 interview, UCA's repeated question to the evaluation team was, "How can we have this project continued and, if possible, expanded?"

b) Dean of the Faculty of Agricultural Sciences
[Project Rating 5]

Ing. Carlos S6enz, the faculty's dean, was exuberant in his praise of the Visiting Professors and their contribution to his faculty's development. He began by saying that the Visiting Professors "had identified with the faculty's concerns" and had never been viewed or viewed themselves as outsiders. He especially valued the leadership role each had assumed in developing the faculty and initiating research-based relationships with the Ministries, the starting point for UCA's future research and extension plans.

He specifically noted Linda Roth's excellent scientific credentials, her capacity for team work and leadership, and her "enormous capacity for forming good relationships with colleagues as major assets."

He deemed the loss of the Visiting Professors in December 1983 as "painful to contemplate" in spite of their legacy --- new curricula, counterparts trained, labs and research facilities completed, and ongoing research initiated.

c) Licda. Elda Garc6a, Escuela de Recursos Naturales y Ecologia
[Project Ranking 5]

Professor Garc6a was the head of the department in which Carole Engle, Nathan Stone, and Linda Roth were employed and she expressed enormous satisfaction with their development and upgrading of the curriculum in forestry and aquaculture. The construction of fish ponds and the fish cultivation were a source of pride and an important milestone, proof that applied research

could be planned, funded, and carried out in spite of significant obstacles. Professor García noted that all three professors had encountered initial difficulties with students who considered them "too demanding," but indications are that students have responded to the new methodology (not based on memorization and nature appreciation) and ethical standards (copying and plagiarism) introduced by these teachers.

d) Lic. Alejandro Guevara, Escuela de Nutrición
[Project Rank 4+ - 5]

Lic. Guevara characterized Mirette Seireq as a "dedicated responsible professional," who had led development of the new nutrition major. He particularly praised the scope of her commitment --- her involvement in curriculum development, teaching, lab design and construction, applied research, and extension activities --- to the full range of her field in present-day Nicaragua.

All the university representatives from UCA and UNAN particularly praised the U.S.\$1,000.00 per semester materials allowance that the project allocated to each Visiting Professor. Not only had it enormously facilitated their work, but it also provided basic texts, journals, and scientific equipment for the schools' future development. (See Appendix X for an inventory of materials purchased by each Visiting Professor.)

C) The Visiting Professors

In order to place the evaluations in a clearer context, we provide a short summary of each participant's background, expectations and accomplishments. Because the evaluations depend heavily on the institutional context, we present first the professors at UCA and then those at UNAN.

1. UCA Professors:

CAROLE ENGLE STONE/NATHAN STONE

October 1981 - December 1983 March 1983 - December 1983

Carole Engle Stone had received her Ph.D. in Aquaculture from Auburn University and was searching for a position developing aquaculture in Latin America at the time she was selected for the project. She was fluent in Spanish and had significant experience in the region. As an undergraduate student in rural development at Friend's World College, she had spent two years in rural Guatemala and had stayed on an additional two years as a technical consultant before beginning graduate studies. She had participated in aquaculture training and evaluation projects in Guatemala, Colombia, and Guyana during her graduate years.

Nathan Stone, Carole's husband, was asked to join the project in March 1982 after five months in Nicaragua learning and perfecting Spanish. He had completed an M.S. in aquaculture at Auburn and was a doctoral candidate--on leave of absence--when he joined the project.

When the Stones arrived in Nicaragua, the country had no-one trained in their specialization. Carole's plan on accepting the assignment was ambitious, nothing less than developing aquaculture in Nicaragua. The evidence is that, using UCA as a base, that is in large measure what they succeeded in doing. (See Appendix IX for inventory of their accomplishments.)

The Stones developed a curriculum, consisting of 13 courses, for a major in fisheries and aquaculture at UCA, then taught both degree and extension courses in the specialization, and promoted aquaculture through more than 50 talks to audiences ranging from rural farmers to government technicians and ministers.

After extensive technical evaluation, they selected a site for constructing two fish ponds. Their proposal for funding that construction resulted in U.S.\$35,000.00 from UCA's Instituto Juan XXIII, monies that were donated to Nicaragua by the French government. The two Visiting Professors invested 12 hours a day for 10 weeks (June - August 1982) constructing the ponds.

From September 1982 through December 1983, fish were cultivated; the ponds served as laboratories, demonstration

units, and, most of all, as proof that aquaculture facilities could be planned, funded, constructed, and utilized for fish production in Nicaragua. An indication of the project's importance to the Nicaraguans is their ongoing commitment of U.S.\$24,000.00 per year for pond maintenance and for potential construction of additional facilities.

The Stones' work was highly visible, widely publicized, and a source of considerable pride to UCA's leaders --- the rector, the dean of its faculty, and the head of the School of Natural Resources in which the aquaculture major is housed.

In addition to training a student instructor, the Stones arranged for a six-week workshop for the head of the School of Natural Resources, Licda. Elda García, at the more highly developed aquaculture station in Panama. Finally, they worked closely in the final months of their stay with an UCA/LASPAU Scholar who had just returned to Nicaragua from M.S. studies at Auburn in aquaculture. The integration of these two Nicaraguan professionals into the ongoing development of aquaculture at UCA and in the country should insure continuous development after the Stones depart.

The Stones' hope of stimulating construction of small cooperative ponds for growing fish in rural areas is in the incipient stages. Two groups, one in Boaco and one in Jalapa, have benefited from their assistance and will serve as models for other cooperative efforts.

Attempts to coordinate research and aquaculture projects with MIDA-INRA, the Ministry of Agriculture and Agrarian Reform, and INPESCA, the government's institute for fisheries, were less successful. Although employees of both agencies attended courses, seminars, and workshops, joint projects for national aquaculture development that UCA sought did not result during the Stones' tenure. INPESCA was, however, requesting fish from the Las Mercedes ponds to stock lakes in Nicaragua during the latter months of the project.

LINDA ROTH
October 1981 - December 1983

Linda Roth, a 1979 graduate of Yale University's Master's program in forest ecology, had professional experience with the U.S. Forest Service in Puerto Rico and was serving as an extension agent in soil and plant science in Massachusetts at the time she was selected for the project. During her graduate studies, she had been a teaching assistant in environmental studies and a cartographer at the Yale Arboretum. Her other Latin American experience had included summers in Chile, Peru, and Mexico.

Linda had emphasized tropical ecosystems in her graduate work

and welcomed an opportunity to teach and do research in Central America. She joined UCA's fledgling department of Ecology and Forestry in the fall of 1981. Although she initially shared responsibilities with a Peruvian colleague trained in forestry, by mid-1982 she was the only faculty member with advanced training.

Linda had entered a program with a fairly developed curriculum; thus, her major responsibilities at UCA were to teach and develop relevant laboratory and field experiences for the courses, revise the curriculum as needed, and redesign the cartography and photointerpretation curriculum, lab, and field practice component.

Rather than strike out and develop new projects and research plans, Linda sought to relate to ongoing projects begun by regional institutions such as CATIE, and by IRENA, Nicaragua's Ministry of Natural Resources. She considers one of her major accomplishments to have been development of a collaborative and close relationship between her department at UCA and IRENA which should result in long-term development and research projects in forestry.

Linda concentrated on bringing students to competency in the field's basic technical skills --- inventory, mapping techniques, and photointerpretation --- rather than on "nature appreciation". She wanted students to recognize that they could "do" science, not just read about it in books. Considered a demanding and committed teacher, Linda was seen by her superiors as a professor who instilled in her students the interest, understanding, and competence to "do" scientific work.

MIRETTE SEIREG
October 1981 - December 1983

Mirette Seireg had just completed her M.S. in Nutritional Sciences at the University of Wisconsin at Madison when she applied for the project. Fluent in Spanish, she had recently spent two months in rural Ecuador gathering data for her M.S. thesis as part of a medical research team. In addition, she had worked as a nutritionist during the summers of 1977 and 1978 at a migrant workers clinic in Wisconsin and as a teaching assistant in Wisconsin's department of nutritional sciences during 1978.

Mirette accepted the position because she wanted to learn more about nutrition problems in the third world first-hand. She wanted to apply her skills and contribute to improving nutritional knowledge at the professional and popular levels simultaneously. Nicaragua seemed an ideal setting for her to meet these objectives.

Created in 1981, UCA'S School of Nutrition grew out of an undergraduate program in Dietetics, and Mirette arrived at the

moment when total curriculum revision to nutrition was needed. The total number of trained nutritionists in Nicaragua on her arrival was 12, two of whom were colleagues at UCA. Mirette assumed a leadership by producing curricula for eight courses, each of which she subsequently taught and trained two assistants, one of whom will remain at UCA after her departure. Finding texts costly and not readily available in Spanish, Mirette also authored two 150-page course manuals, one on Nutritional Pathology and Diet Therapy, and the other, entitled Food Science: Theoretical and Practical Laboratory Guide, covered that specialization's major areas.

It was considered essential that UCA have a modern nutrition lab, but that goal seemed unattainable given funding constraints. When a professor visiting briefly from the University of Moncton in Canada indicated that institution's willingness to partially fund such a facility, Mirette took the lead writing and negotiating a funding request that resulted in U.S.\$15,000 to equip the lab. With partial funding in hand, she designed the lab, got approval and additional money from UCA, and supervised construction of the lab, and the purchase and delivery of equipment. In October 1983, UCA's Rector inaugurated a modern, complete nutrition laboratory.

At the time of Mirette's departure, a tested and revised curriculum had been approved and the laboratory installed; according to the Rector and the head of her faculty, Mirette had led the effort that transformed a dietetics program considered to be disorganized and of poor academic quality into an up-to-date, demanding program in nutrition. A dietetics major that had attracted and held very few students had become a faculty with over 200 declared majors in 1983. Nutrition is a high priority in present-day Nicaragua, and qualified graduates such as these now trained at UCA find many opportunities for meaningful employment. In addition to hospitals --- the traditional source of employment --- the ministries of health, education, and fisheries are developing lunch programs, oral dehydration clinics, and nutrition studies that will require trained staff.

Mirette was chosen by her colleagues at UCA and representatives from the Ministry of Education as coordinator of a joint work-study project tabulating nutritional deficiencies in school children; she also did extension workshops on solar food dehydration and wrote articles for the local press on the country's nutritional problems. She made a significant contribution to the development of nutritional education during her employment at UCA.

An interview questionnaire (see Appendix XI) provided the basis for the evaluation. That schedule used eight open-ended questions that sought evaluation data concerning:

- o project and personal goals
- o the work context in the Nicaraguan universities
- o LASPAU's management of the project
- o the project's legacy
- o project activities (teaching, research, extension)
- o unintended outcomes (both positive and negative)
- o the project's overall impact
- o additional comments or observations

Every interviewee was asked to rank each of the first four questions using a scale from 0 to 5 where 0 was the lowest or most negative and 5 the highest or most positive.

The participants interviewed expressed considerable satisfaction with the way their personal and professional goals had been realized during their involvement in the project.

UCA

I. Project and Professional Goals

Carole Engle	3
Linda Roth	3+
Mirette Seireg	4.5
Nathan Stone	3

As mentioned previously, all four UCA-based professors had very high expectations for achievement; they accepted the positions hoping to lead pioneering efforts developing their specializations in Nicaragua. Although their achievements were viewed by the university and LASPAU as surpassing even their high expectations, the professors themselves wished they could have achieved more. The Stones, for example, had hoped that their leadership in pond construction at UCA would stimulate construction by related agencies such as INPESCA and by small cooperative groups to whom they were willing to provide technical assistance. At the time of their departure, INPESCA was not moving in that direction and only two cooperative ponds were receiving technical assistance from UCA's faculty members.

Linda Roth felt she could have met her goals if she had been given more time. She was just gaining momentum in a number of forestry research projects when the project came to a close. (Linda did, in fact, return to Nicaragua in January 1984 under an UCA contract for at least one additional semester.) Mirette expressed considerable satisfaction at the level of development achieved in the nutrition major, and she felt that it was time for her to move on to other challenges and for Nicaraguan professors to take responsibility for the ongoing development and maintenance of the major.

II. Nicaraguan Work Context

Carole Engle	4
Linda Roth	4

Mirette Seireg	4
Nathan Stone	4

All four professors concurred that UCA had been very supportive, but that the country's economic situation and the university's inadequate libraries and laboratory facilities had been a considerable barrier to realizing their and the institution's goals. In large measure, however, the project's materials allowance and the Visiting Professors' successful fund-raising from other sources had ameliorated this environmental constraint.

III. LASPAU's Management

Carole Engle	5+
Linda Roth	5
Mirette Seireg	5
Nathan Stone	5

LASPAU's management received uniformly high praise for its administration of the project; it was characterized as "flexible, responsive, non-bureaucratic, efficient." One concrete source of this praise was LASPAU's management of purchasing and shipping materials crucial to the professors' work.

IV. The Project's Legacy

Carole Engle	5
Linda Roth	4
Mirette Seireg	5
Nathan Stone	3

In general, the UCA professors were optimistic that, in addition to the concrete legacy of curriculum, labs, and project development, they had, by example, fostered a new view of science, not as a task of memorization but as one of analysis and not just of theory alone, but of theory coupled with relevant application. Their attitude toward research --- "It can be done" --- and their team-oriented approach which, translated into "We have done it," built confidence in local capability, and established a new participatory mode in which applied research could be planned and carried out after their departure.

V. Summary

The four UCA-based professors' achievements were far-reaching, concrete, and visible. Public recognition of their work --- especially the inaugurations of the ponds and the nutrition lab which recieved significant media coverage --- made UCA the country's recognized leader in these fields.

2. UNAN Professors:

LYN GARLING
January 1982 - December 1982

Lyn Garling, a biologist with strong credentials in ecology and pest control, had excellent teaching and research experience both in the U.S. and in Latin America.

Her B.S. in Zoology was from Colorado State University and her Master's in Entomology from the University of Connecticut; at the time she applied for a position in Nicaragua she was a doctoral candidate in Zoology/Ecology at the University of Florida.

Lyn had nearly five years of experience as a laboratory assistant in entomology and biology, and one year of classroom teaching experience in evolutionary biology; she had been carrying out a variety of research activities in her field since her undergraduate years. She had conducted research under the auspices of the Universidad Autonoma de Nuevo Leon in Mexico during 1978 and at the Universidad de Costa Rica in 1979. Lyn did not arrive in Nicaragua until January 1982 because she was working on a research project in Venezuela until December 1981.

During the one year Lyn spent in Nicaragua (before returning to continue her doctoral studies at University of Florida), she was instrumental in developing a general and an advanced ecology class and in advising Nicaraguan colleagues who were to take charge of the specialization. She designed and equipped the labs, planned the field experiences, and advised on the preparation and presentation of lectures by her Nicaraguan colleagues.

Lyn had indicated in her application that "teaching is a very important and rewarding activity for me and I have always put a lot of effort into it." And so she did in Nicaragua. She was highly regarded by her colleagues and contributed a great deal to developing a new area, but was herself often frustrated by what she considered to be UNAM's bureaucratic environment; she felt too much of her time was dissipated on non-academic matters. Lyn was well-liked by her colleagues yet she felt underutilized and therefore frustrated.

MICHAEL MARSH
October 1981 - May 1982

Michael Marsh had been born in Central America and grew up there; the oldest participant selected, he had received a doctorate in zoology/ecology from the University of California at Berkeley in 1962. His other credentials included eight years in Australia teaching at the University of Sydney and four years at Centre College in Kentucky. Mr. Marsh had been considering returning to Latin America in a teaching capacity --- as a Peace Corps volunteer --- when the opportunity in the Nicaragua Project came to his attention in Science magazine.

Michael felt sympathetic toward the humanitarian goals of the

Nicaraguan revolution; empathetic, with a deep interest in teaching and learning, he welcomed the opportunity to contribute in a context of curriculum improvement and increased access to higher education. In his application he stated, "Nicaragua has an open enrollment policy... the level of preparation of students will be very uneven...among those students will be some who can excel and make an important contribution to the future of their country. I plan to help with the problems faced by these students by being open and sympathetic to their needs, by becoming aware of their differing backgrounds,...by offering my time freely to help them..."

As with all the Visiting Professors at UNAN's biology faculty, Michael had very limited contact with students. (In his case, the department head felt his Spanish was not strong enough.) Although he was disappointed by this limitation, Michael did contribute significantly to developing and revising curriculum for invertebrate zoology. He was a willing team player who worked with three Nicaraguan colleagues on revising the curriculum for lectures and labs. He spent many Saturdays visiting and evaluating potential field trip sites. During semester break (February 1982), he led a social service group of 50 students in a three week clean-up and development mission at a recently donated island facility that UNAN plans to convert into a biological field station.

Michael left the project in May 1982 after he had completed the mimeographed text and basic curriculum revision for the undergraduate invertebrate zoology course. His family, who had stayed at home, requested that he return to the United States.

JUAN NEGRÓN

October 1981 - December 1983

At the time Mr. Negrón was selected for the project, he was an instructor in remedial natural sciences courses at Mobilization for Youth, a bilingual program preparing Hispanics for admission to U.S. graduate programs in health-related areas. In addition, he held two part-time positions teaching biology at Hostos Community College in the Bronx and human physiology at Boricua College in Brooklyn.

Mr. Negrón's academic credentials included a B.S. in biology and chemistry from the Catholic University in Ponce, Puerto Rico and a 1979 Master's in Biology from the University of Arkansas.

Born in Puerto Rico, Juan found in the project an opportunity he was seeking: teaching full-time in a Spanish-speaking medical school.

His assignment at UNAN meshed well with his educational and professional experience and filled a very real need because the medical school had no-one with graduate training in biochemistry

on its faculty.

During his 27 months in Nicaragua, Juan focused on developing the medical school's biochemistry curriculum, setting up that course's laboratory component and compiling a file of basic biochemistry slides. With his materials allowance, he purchased lab equipment and many chemicals not available in Nicaragua; the labs could not have operated without the equipment and supplies he purchased.

For four semesters, Juan taught biochemistry courses reaching over 1,000 students in medicine, pharmacy, and dentistry; he also trained eight colleagues in advanced biochemistry, and they will take over the biochemistry courses at Leon and at the new branch of the UNAN's medical school in Managua in 1984.

Juan led a team of eight colleagues and students in developing a research unit that applied knowledge of cell and molecular biology to medical and nutrition problems prevalent in Nicaragua.

Juan Negrón contributed significantly to developing of teaching and research competence in biochemistry for the medical, pharmacy, and dentistry programs, three undergraduate programs in which competence in biochemistry is a prerequisite for training competent professionals. Upon Juan's departure, the ongoing development of biochemistry will be taken on by colleagues whom he tutored during his 27 months at UNAN.

JAMES SILLIMAN
October 1981 - May 1983

James Silliman brought relevant Latin American experience and excellent academic credentials in zoology and ornithology to the project. A 1980 recipient of a Ph.D. in zoology from the University of Arizona, he had an impressive list of publications in ornithology and excellent recommendations on his teaching in a variety of courses including ornithology, human anatomy and physiology, and general biology and ecology. After completing undergraduate school at Cornell, he had spent three years as a Peace Corps volunteer in Colombia and had returned to South America during graduate school to a four-month position as a naturalist and guide in southern Peru. Fluent in Spanish, he indicated that, since returning to graduate school, it had been his intention to seek a position in Latin America as soon as he completed his studies.

A gifted and methodical scientist, Jim planned to focus his attention on research in the long run, but accented a position he knew would be heavy on teaching and curriculum development in order to "be able to live while observing, rather than visiting briefly to do [ornithology] research..."

Jim developed the Zoology III and Zoology IV courses including course outlines, individual lectures, class manuals for laboratories, and a collection of lab specimens. He attended departmental planning meetings, advised students preparing senior monographs, taught sections of the zoology courses he had developed, and was available and collaborative with his colleagues and students, many of whom sought him out.

During his mid-term interview, he confided to the Project Director that the course planning was not personally challenging to him as an intellectual, but also noted that he understood and appreciated that the Visiting Professors could make a lasting contribution to upgrading the biology/zoology major at UNAN in that way, and he was willing to collaborate.

Jim quickly established a reputation as a serious and capable scientist. He stimulated interest in research and the scientific method by example. When the Zoology Department asked him to develop a research program for the faculty, he converted that task into a team effort that stimulated his colleagues' thinking and enhanced their confidence in their own ability to plan and carry out applied research. An ongoing, if modest, research program was the legacy he most hoped to leave UNAN.

Jim was also able to begin working in his area of special interest, developing an ornithology course and spent many weekends inventorying migratory and native birds.

Jim was killed in an automobile accident near Poneloya, Nicaragua on May 29, 1983. He was buried in Leon.

UNAN

I. Project and Professional Goals

Lyn Garling	5
Michael Marsh	4
Juan Negrón	5

Although the three UNAN biology professors had expressed disappointment at the lack of intellectual challenge and the narrow sphere of their assignments during the March 1982 evaluation, they adjusted their expectations and worked to fulfill those of their department at UNAN. They sought intellectual stimulation in research carried out after work hours and/or on weekends. However, Michael Marsh's early departure (after eight months of service), Lyn Garling's return to Ph.D. studies (after 12 months of service), and James Silliman's plan to accept a Fulbright fellowship in July 1983 rather than continue in Nicaragua provide evidence that the positions at UNAN did not offer as much challenge and stimulation as those at UCA.

II. Nicaraguan Work Context

Lyn Garling	4
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Michael Marsh	3
Juan Negrón	3

In spite of their previous Latin American experience, these professors were shocked by the devastated condition of the university's physical plant after the insurrection and by the almost total absence of books, lab facilities, and an acquisitions budget. This situation could only be ameliorated in modest ways by the project's materials allowance. While the Medical School, constructed in the 1970's with IDB funds, did provide Juan Negrón with an office upon arrival, the three biology professors did not even have their own desks for a considerable period of time. The professors indicated that requests for improvements in this situation or for help with other problems were handled bureaucratically; they expressed a belief that Dr. Fiallos and his staff had publically distanced themselves from the professors and the project. Professors in Leon mentioned frustration with bureaucracy much more frequently than those at UCA. They did indicate, however, that their relationship with departmental colleagues was one of mutual respect and cordiality.

III. LASPAU's Management

Lyn Garling	4
Michael Marsh	5
Juan Negrón	5

The professors expressed satisfaction with LASPAU's management of the project. They stressed the freedom which LASPAU had allowed them and the relationship of "trust" as key factors in their productivity. They appreciated the non-bureaucratic, flexible approach. They did express the feeling that LASPAU had failed to pressure UNAN's administration enough to resolve the bureaucratic problems that the Visiting Professors experienced at UNAN.

IV. The Project's Legacy

Lyn Garling	4.5
Michael Marsh	4.5
Juan Negrón	4.5

As with the professors at UCA, those at UNAN believed their presence had contributed to a new view of pedagogy and science. They did, however, tend to view their contribution as limited to the production of specific course materials and to the University rather than to the wider development context.

V. Summary

Although the measured output of UNAN professors was more modest, that modestly reflects the constraints within the UNAN context rather than the professors' own capabilities and capacities.

D) LASPAU
[Project Ranking 4]

LASPAU, with 16 years of sustained, personal, on-site collaboration with Latin American and Caribbean universities, believed it was uniquely qualified to administer exchanges matching faculty needs at Latin American and Caribbean universities with the qualifications of U.S. academics seeking visiting professorships in the region.

In its role as liaison between Latin American and the U.S. universities, LASPAU had developed a process for evaluating candidates within an institutional perspective that considered candidates' specific academic characteristics together with the needs of their sponsoring institution as the basic criteria for selecting the most appropriate U.S. graduate program. LASPAU's staff believed that this same process, and especially its use of personal interviews and a predeparture orientation, procedures not used by other U.S. programs administering foreign exchange opportunities, would result in better understanding of the work context, clearer communication of expectations and goals between the U.S. Visiting Professors and the host institutions and a more productive outcome for both.

The Nicaragua Project offered LASPAU an opportunity to expand its operations in this direction and test its hypothesis.

Experience during the project corroborated that the LASPAU organization was well-qualified to administer North-South exchanges and that LASPAU's project design and subsequent role as administrative liaison increased the project's productivity.

Promotion

Concretely, LASPAU's network and wide-ranging promotion attracted the highly qualified, humanitarian, volunteer-oriented academics profiled by UNAN/UCA, LASPAU, and AID. (Although more than ten qualified candidates were interviewed, over-representation in forestry and nutrition where only one professorship was available, an overabundance of qualified biologists, and an absence of candidates in mathematics, computer science, and physics resulted in a short-fall of selected Visiting Professors.)

Interview

The interview of preselected candidates by the Nicaraguan university representatives and LASPAU's staff allowed for an in-depth, comprehensive evaluation of teaching skills, Spanish proficiency, academic credentials, interests, expectations, motivation, and personal characteristics which would have been impossible had selection been based entirely on paper credentials.

LASPAU had insisted on this selection design because, over the years, its Regional Directors had heard all too often complaints from Latin American institutions that had received foreign professors without sufficient language competence, with incompatible academic backgrounds and/or interests, with unrealizable expectations and an unwillingness to make compromises, and without the motivation or skills for establishing productive interpersonal relationships. As UCA and UNAN registered no complaints in these areas, evaluation-through-interviews must be judged a success. (Michael Marsh's "rusty" Spanish was a known quantity, but UNAN's representative was the interview team's strongest voice favoring his selection.)

Monitoring

The mutual understanding among UCA/UNAN, LASPAU, and the Visiting Professors established during the interview and orientation process, made collegial, collaborative project administration possible once the candidates were in place.

Because the project design specified that the Visiting Professors sign a contract with the Universities, they had no official contact with AID. LASPAU's administration was limited to making financial disbursements to UNAN and UCA to pay professors' salaries, managing the professors' materials allowance (a role that expanded after the first evaluation), administering their benefits package (life insurance, workman's compensation and escrow funds), and trouble-shooting. (It was understood by the Visiting Professors and the Nicaraguan universities that LASPAU would act as a liaison should problems arise.)

Except for the compulsory, in-country, "fine-tuning" evaluation five months after the project began, LASPAU did not require the Visiting Professors to produce any periodic reports but the Project Coordinator did visit Nicaragua three times after March 1982, met with the Visiting Professors, and monitored their work in a supportive and non-bureaucratic mode.

In the one important instance where the UCA professors requested LASPAU's aid to insist that the university do more to find them suitable housing, LASPAU's requests, whether or not they increased UCA's efforts, did not solve the problem. Correctly or not, LASPAU's staff believed that additional pressure on UCA would probably have been counterproductive to good relations. There was also a perception that, given the complicated and difficult housing situation in Managua, UCA may have been almost as powerless as the professors in the search for adequate housing.

Summary

LASPAU's perception of a successful, mutually productive Visiting Professors-university exchange was most fully realized

by the professors at UCA and by Professor Negrón at UNAN. Ongoing monitoring and final evaluation of the experience of the three biologists at UNAN indicated that, while UNAN was well-satisfied with their performance, the three professors felt their academic expertise was underutilized, and that they had lowered or significantly changed their expectations and goals in response to the environment at UNAN. Although their willingness to make these sacrifices indicates fulfillment of the "willingness to compromise" selection criterion, UNAN did not provide a compelling environment which held the professors - once selected.

UCA		UNAN*	
Engle	27 months	Marsh	8 months
Roth	27 months	Garling	12 months
Stone	22 months (joined project 03/82)	Silliman	20 months
Seireq	27 months	Negrón	27 months
TOTAL	103 months	TOTAL	67 months

*As noted elsewhere, Marsh returned to his family, Garling returned to continue doctoral studies, and Silliman was completing arrangements for a Visiting Professorship in Colombia beginning in July 1983 at the time of his death.

VII. CONCLUSIONS AND RECOMMENDATIONS

In light of our findings, we conclude that the LASPAU/AID Visiting Professors' Project has, in only two years' time and at a cost of \$489,656 from 1980 to 1983, had an important constructive impact on the UCA and UNAN. New science courses have been added, existing courses have been improved, and in-service training to improve teaching has been enhanced. Collaborative research and development projects, joining the work of visiting and local professors to that of advanced students, government agencies, and ministries in development projects, have been undertaken. Course materials have been developed and, perhaps most valuable, young scientists have, for the first time, been involved in translating science into applied research and extension projects.

It should also be noted that LASPAU's flexible strategy for the Visiting Professors' project has been highly successful. It hired the best candidates available, and gave them great freedom to achieve the project's goals of reform and innovation. The project's organization had as much to do with its success as the high quality of the project's personnel, LASPAU's logistical support, the mid-term evaluation and resulting remedial actions, and, as with every successful endeavor, some measure of "buena fortuna."

While the project is in many ways a model, we doubt that it could continue for another year with equal success. Deteriorating relations between the governments of the U.S. and Nicaragua are a fact, and the quality of future relations is uncertain. The project has now made its mark on the universities. Its future value will be as an example of intelligent and effective project development and management, as well as of what people of good will can accomplish in academic collaboration at the departmental level.

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APPENDIX I

USAID/Nicaragua is interested in obtaining the following services in support of the HIGHER EDUCATION DEVELOPMENT PROJECT to two Universities located in Nicaragua.

Duration: 12 months with optional six months extension

Assistance to be Provided to: The National Autonomous University of Nicaragua (UNAN) and the Central American University (UCA), both located in Nicaragua.

I. DESCRIPTION OF ASSISTANCE REQUIRED

1. Description of the Project

A. Background

Nicaragua has two major universities: The National Autonomous University of Nicaragua (UNAN) and the Central American University (UCA). The UNAN was founded in 1670 in León, as the Colegio Tridentino. It achieved autonomous status in 1958, which is generally considered as the starting date for the modern university. The main campus is in Managua, with smaller branches in León, Estelí, Puerto Cabezas, and Bluefields. It is a public university with a current enrollment in excess of 20,000 students, making it the largest educational institution in the country. It provides ample choice for post secondary education, offering degrees in the following areas: medicine, legal and social sciences, pharmacy and chemical sciences, dentistry, physical and mathematical sciences, civil engineering, business management, journalism, literature and education.

Most of UNAN's enrollment (over 75%) is concentrated in Managua. A large percentage of the student population, approximately 50%, is from lower socio-economic groups. The relative size of these groups has grown in recent years. The overall quality of instruction is fair with reasonably good programs offered in medicine, dentistry, law and economics. The university is almost completely dependent on the government for its funds, with students paying approximately US\$10.00 per year for tuition. The fee has been lowered considerably in recent years.

The Central American University (UCA) is a private, Jesuit

institution which was founded in 1960. UCA is located in Managua, and in 1979 had an enrollment of 2,664 students in its regular programs in the following fields: agricultural sciences, engineering, law, business administration and accounting, humanities and sciences. Students are admitted on a non-sectarian basis. Despite of receiving considerable financial support from the government, it largely has served students from higher socio-economic groups. Many observers consider that UCA provides excellent programs in the social and natural sciences. Tuition is approximately US\$320 per year. Close to 20% of the students receive full or partial scholarships.

Enrollment in the two universities has grown from 6,822 in 1969 to 19,291 in 1978, an increase of 183%, as indicated in Table I below.

TABLE I

Nicaraguan University Enrollments 1969-78

	<u>UCA</u> ^{1/}	<u>UNAN</u> ^{2/}	<u>TOTAL</u>
1969	2,459	4,363	6,822
1970	3,008	4,942	7,950
1971	2,389	6,016	8,405
1972	2,427	7,495	9,922
1973	2,301	7,645	9,946
1974	2,258	11,114	13,372
1975	2,515	12,471	14,986
1976	2,586	13,312	15,898
1977	3,678	14,889 ^{3/}	18,567
1978	4,177	15,154 ^{3/}	19,331

^{1/} Organizaciones y Carreras que ofrece UCA - 1979

^{2/} La UNAN en cifras 1976 - 1977

^{3/} Análisis de la Contribución del Estado a la UNAN - 1978

The bulk of this growth has occurred as a result of increases at the UNAN. U.S. and other Latin American universities attract a small number of Nicaraguan university students, although the vast majority (over 95%) are trained within the country.

The two Nicaraguan universities have generally suffered from the problems which plague most Latin American universities. These include a relatively high reliance on lecturing and rote memory; insufficient laboratory and practical experience; emphasis on law and other traditional professions which are unrelated to the manpower needs of the country; part-time professional staffs; low professional salaries and inadequate laboratories and libraries. The universities have traditionally trained an elite group within Nicaraguan society.

As compared with U.S. higher education, the training provided by the universities is theory oriented with little emphasis on practical application. Little applied research is conducted by the university community. There is a high degree of institutional in-breeding within the two universities, and relatively little contact with universities from Latin America or the U.S. Those contacts which have occurred have been mainly through the University of Tennessee and the Fulbright and LASPAU (Latin American Scholarship Program for American Universities) programs. The professional orientation within the universities leads to rigidity, which makes it difficult for students to change fields of study without significant losses of credits. This, in part explains why many students eventually drop out, particularly at the UNAN. University administrators for the most part are not trained for their jobs, and professors and academic deans unfortunately devote much of their time to solving administrative problems.

As a result of the change in government, which occurred last year, the universities are in the throes of a major transformation which is designed to make the universities more responsive to the needs of society. A more rational structure is being established within the universities, and duplications of programs are being eliminated. Several programs are being transferred to appropriate GRN Ministries, e.g. pre-school education and nursing, since university level training is not required in these fields. Several departments at the UCA are being transferred to the UNAN. A significant increase is contemplated in the percentage of university students who come from lower socio-economic groups. A major effort is being devoted to determining the socio-economic needs of the country and translating these needs into manpower requirements. University enrollments will be closely related to the manpower needs of the country. While no data are currently available projecting trends in university enrollment, high priority will be given to programs in education, agricultural sciences and veterinary medicine.

Greater emphasis will be placed on upgrading the skills of the faculty. Research directly related to the country's socio-economic needs,

which has traditionally been neglected in Nicaragua, will be promoted. A major effort will be undertaken to begin university extension services in order to foster direct cooperation and linkages between the universities and the local community. Students will be encouraged to combine work with their study program. While the final details of the university reform are not yet determined, it is clear that it is an ambitious program, which, if successful, can materially contribute to the forging of a new Nicaragua.

A significant number of university professors are no longer teaching. Some have left the country, while others are working in public sector institutions assisting in the national reconstruction effort. Given the shortage of university professors, the government is considering various means for making up the deficit of university teachers. These include: 1) detailing professionals from other sectors for part-time teaching; 2) receiving faculty from universities outside of Nicaragua to teach as well as train Nicaraguan professors; 3) using some of the best advanced students as teachers for lower level courses, and 4) training Nicaraguan professors abroad.

Nicaragua has already had some positive experience with bringing in faculty from other Latin American countries. The UNAN last year had thirty seven professors from Cuba and Venezuela and Mexican universities (including Mexicans, Chileans and Argentinians among others). The Cubans have been working in medicine, mathematics and basic sciences; the Venezuelans in medicine and those from Mexican universities in mathematics, architecture, engineering, history and sociology. Plans have been made to bring forty professors from these same institutions for the forthcoming year, which is expected to start in September 1980. They will be working in nearly all of the same fields with the exception of history and sociology, which will no longer be required.

In conjunction with a visit of the LASPAU regional director to Nicaragua last year, the rector of the National University first expressed his interest in having U.S. professors from a portion of the group of foreign faculty teaching in Nicaraguan universities. Since that initial discussion, expressions of interest have also been received from the UCA, and in recent months the nature of these requests have been discussed fully by AID with both universities. In each case, the universities are requesting five individuals in the following fields: UNAN --one each in chemistry, biology and mathematics and two in physics; UCA --one each in evaluation and development research, computer sciences, natural resources, forestry, and nutrition.

B. Goal and Purpose

The goal of this project is to improve the quality of education in Nicaragua. The project will contribute to this goal by expanding the pool of skilled technical expertise available for national development needs through training of university students.

The GRN recognizes that Nicaraguan universities have not played an adequate role in meeting the development needs of the country, and have therefore begun a process which is designed to significantly change the role of the universities within Nicaraguan society. Greater access to higher education will be provided to young people from lower socio-economic groups who have traditionally been excluded from universities. Degrees offered and the number of openings in each field will be closely coordinated with those entities of the GRN which will be responsible for making projections of the highly skilled human resources requirements of the country.

The specific purpose of the project is to assist the Nicaragua universities to develop more highly trained manpower in priority fields for national development. For that purpose, a total of ten U.S. university professionals with experience in university teaching will be brought to Nicaragua for what might extend to an 18 month period. Five will be assigned to the UNAN and five to the UCA. In addition to teaching responsibilities they will assist in the supervision of student thesis preparation. This direct form of people to people contact between U.S. professors and university students and faculty provides for a potentially strong impact on improving understanding and relationship between the two nations.

The five professionals assigned to the UCA will also be responsible for some or all of the following additional activities: 1) research; 2) university extension programs designed to serve the needs of the community, including technical assistance, and in general foster linkages between university communities and the rest of society, and 3) training of faculty personnel. Additionally, one of the professors especially selected for expertise in evaluation, will assist four university representatives to establish an internal evaluation system.

It is expected that at the end of the project the following will exist: 1) a system for identifying manpower needs in the areas of basic sciences, mathematics, computer sciences, ecology and natural resources, humanity and nutrition; 2) modified curriculum to address these identified needs, and courses offered in the above mentioned speciality areas; 3) at the UCA, an ongoing program of university extension will

have been established linking the universities and community. University programs which provide service to the communities including teaching, technical assistance among other activities will be offered; 4) at the UCA, a functioning evaluation system will have been established; and 5) at the UCA, a total of ten research projects will have been carried out in conjunction with the visiting U.S. professors.

1. Outputs

The basic outputs of this project will be: 1) instruction --approximately 2,000 university students from the UNAN and the UCA will have received instruction from the visiting U.S. professors; 2) guidance --approximately 100 thesis or student monographs will have been prepared under the direct guidance of the U.S. professors; 3) training --approximately 100 university professors will have received training; 4) research --at the UCA, an on-going program of university extension will have been established linking the universities and communities, and a total of 10 research projects will have been carried out in conjunction with the U.S. professors; and 5) evaluation --at the UCA, a functioning evaluation system will have been established in conjunction with four university representatives that will allow them to assess the performance of the university in meeting teaching, research and service objectives.

2. Inputs

The USAID funds will be utilized to provide resources for recruiting and selecting of the individuals, international transportation to and from Nicaragua, book and materials allowances, fees for medical exams and visas, pre-departure orientation, salaries and fringe benefits for the ten individuals and a contract with ~~U.S.~~ institution to manage the program.

GRN inputs will include the provision of temporary quarters and furnished housing, a food stipend, Nicaraguan university staff time (professors, administrators, secretaries), university facilities (office space, classrooms, libraries and laboratories and transportation within Nicaragua.) It is estimated that the GRN's contribution to the project will be US\$165,000 for the 18 month project life.

2. Assistance Required

1) The Contractor will recruit, interview and participate in the selection of ten U.S. professors in the priority fields requested by the UNAN and UCA (see annex 1 for a complete listing of requests and qualifications expected).

The university community is in a period of transition: the environment is highly politicized with relatively little tolerance for views which are not consistent with the GRN objectives; visiting professors are likely to be required to be screened politically and to participate in a week-long political orientation; students often do not show up for classes; laboratories are generally poorly equipped and library books are in short supply. Given this setting, it is important that individuals be able to handle a somewhat frustrating environment. Those selected should be idealistic, open minded, flexible, and willing to make special efforts to work with students, Nicaraguan faculty and administrators, and community people. It is possible that the visiting professors will be requested to teach courses in areas which may vary from those originally chosen. However, minimal specific requirements for all of the selected professors are:

- Masters' degree and a minimum of four years teaching experience is relevant;
- Technical competency in field;
- Ability and experience in supervising student thesis preparation;
- Minimum spanish capability of S-3, R-3.

The professors should be single. It is anticipated that several of the individuals selected may share housing with others in the group. The UNAN has indicated its preference to house the five professors together, the UCA is also considering this possibility. Food (either in a monthly stipend or allotment) will also be provided for each professor and, if appropriate, spouse. The Contractor will not be responsible for providing either food or housing; these will be provided by UNAN and UCA. In the event that it is not possible to recruit single professors for all ten positions, married without children would be acceptable.

To insure that the candidates chosen are appropriate, up to four Nicaraguan professors from the UNAN and the UCA will go to the U.S. for final selection of candidates, and to participate in a pre-departure orientation program. Transportation and per diem expenses will be provided from funds to be included in the contract.

2) The Contractor shall also arrange and ~~manage~~ a pre-departure orientation for the professors. This orientation will be run for approximately one week, and will be designed to provide the professors with pertinent information concerning the actual working conditions in Nicaragua, the political environment within the universities, and an opportunity to ask general questions about Nicaragua.

3) Contractor will also obtain appropriate visas, make travel and shipping arrangements as well as provide contract and paying agent services. This includes salary payments to professors, Social Security and U.S. income tax withholding payments, insurance arrangements, etc. Each professor will be allowed to ship, at project cost, one automobile from his/her home city to Managua and return, as well as an accompanied excess baggage allotment. All travel and shipping arrangements must be within AID regulations.

4) Upon arrival in Nicaragua, the two universities will have arranged in advance either temporary or permanent quarters and an orientation/briefing on the university and their individual responsibilities. In order to facilitate the adjustment to their respective assignments, each person will be assigned to at least one Nicaraguan counterpart who will work with the individual throughout their stay in Nicaragua.

The professors must arrive in Managua before January 18, 1981, to receive the in-country orientation conducted by the universities. It is anticipated that classes will begin in early February.

5) At the end of the first six months, the university and each U.S. professor will review accomplishments to date. At the end of the first year, the university and each U.S. professor will review accomplishments to date, and make a determination on extending the contract for an additional six months. In those cases where contracts are terminated at the end of the year, or any time prior, efforts will be made by the contractor to find suitable replacements.

6) Each professor will be required to submit at the end of his stay in Nicaragua a report summarizing his work and assessing the impact of his presence within the university.

7) The USAID Mission will conduct a mid-course evaluation to review progress at the end of the first school year in conjunction with university officials and U.S. professors. A final evaluation will be prepared upon receipt of individual assessments of impact at the end of the project.

8) It is proposed that the relationship between AID and the prime contractor will be formalized by an allowable costs and payment type contract under which AID will reimburse the contractor for allowable and allocable direct costs, plus a negotiated percentage of those costs for overhead for providing the services described above.

9) It is proposed that AID will reimburse the contractor soon after the contract is signed for allowable pre-contract costs. This will be done through Federal Reserve Letter of Credit (FRLC) procedures.

10) Source and origin of the services described above will be confined to the U.S. (AID code 000) and countries of the Central American Common Market.

11) AID standard general provisions will be made part of the contract mentioned in (8) above.

3. Proposal

Proposal must be received by September 10, 1980. The proposal should be submitted in two parts as follows:

- a) Proposed plan of action:
 - 1. Description of administrative resources of Laspau to perform services required in contract.
 - 2. Description of procedures for selection and evaluation of nominees.
 - 3. Curriculum vitae and extent of participation of key Laspau personnel.
 - 4. Description of proposed logistical support; i.e., salary payment procedure, shipping and transportation procedures, monitoring activities, etc.
- b) Proposed Budget:
 - 1. Show proposed direct costs, proposed overhead, proposed fixed fee.

The proposal must be submitted to:

Director
US/AID - Nicaragua
APO Miami 34021

A contract will be negotiated based on the contract proposal and USAID/N - UNAN - UCA needs.

APPENDIX II

HIGHER EDUCATION DEVELOPMENT PROJECT
PROPOSAL

Submitted to
United States Agency for International Development
Nicaragua Mission

by
The Latin American Scholarship Program
of American Universities (LASPAU)

September 22, 1980

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- II. Purpose and Objective
- III. Proposed Plan of Action
 - A. LASPAU Administrative Resources
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 - C. Recruitment and Selection Procedures
 - D. Logistical Support, Monitoring, and Evaluation
- IV. Budget

Appendices

- 1. List of LASPAU Scholars and Alumni
- 2. Curricula Vitae of Key LASPAU Staff
- 3. Teaching Assignment Job Descriptions
- 4. Sample Application Form

PROPOSAL

NICARAGUAN HIGHER EDUCATION DEVELOPMENT PROJECT

I. BACKGROUND

The universities have a potentially vital role to play in the development of post-revolutionary Nicaragua. Because the human resource development task over the next decade will be so enormous, the universities in Nicaragua face the challenge of responding on three important fronts: (1) by opening the universities to increasing numbers of Nicaraguan citizens, (2) by providing instruction relevant to urgent reconstruction and economic/social development needs, and (3) by supplying high-level technical advice and assistance to the new government, as required for diagnosis of needs, planning, monitoring, and evaluation of social programs and development projects.

Nicaragua has two major universities: the National Autonomous University of Nicaragua (UNAN) and the Central American University (UCA). The UNAN was founded in 1670 in Leon, as the Colegio Tridentino. It achieved autonomous status in 1958, which is generally considered ~~as~~ the starting date for the modern University. The main campus is in Managua, with smaller branches in Leon, Esteli, Puerto Cabezas, and Bluefields. It is a public university with a current enrollment in excess of 20,000 students, making it the largest educational institution in the country. It provides ample choice for post-secondary education, offering degrees in the following areas: medicine, legal and social sciences, pharmacy and chemical sciences, dentistry, physical and mathematical sciences, civil engineering, business management, journalism, literature, and education.

Most of UNAN's enrollment (over 75%) is concentrated in Managua. A large percentage of the student population, approximately 50%, is from lower socio-economic groups, and the relative size of these groups has grown in recent years. The University is almost completely dependent on the government for its funds, with students paying approximately US\$10.00 per year for tuition. The fee has been lowered considerably in recent years.

The Central American University (UCA) is a private Jesuit institution which was founded in 1960. UCA is located in Managua, and in 1979 had an enrollment of 2,664 students in its regular programs in the following fields: agricultural sciences, engineering, law, business administration and accounting, humanities, and the sciences. Students are admitted on a non-sectarian

basis. Despite receiving considerable financial support from the government, it largely has served students from higher socio-economic groups. Tuition is approximately US\$320 per year. Close to 20% of the students receive full or partial scholarships.

As a result of the change in government which occurred last year, the universities are in the throes of a major transformation which is designed to make them more responsive to the needs of society. A more rational structure is being established within the universities, and duplications of programs are being eliminated. Several programs are being transferred to appropriate government ministries, e.g., pre-school education and nursing, since university-level training is not required in these fields. Several departments at the UCA are being transferred to the UNAN. A significant increase is contemplated in the percentage of university students who come from lower socio-economic groups. A major effort is being devoted to determining the socio-economic needs of the country and translating these needs into manpower requirements. University enrollments will be closely related to the manpower needs of the country. While no data are currently available projecting trends in university enrollment, high priority will be given to programs in education, agricultural sciences and veterinary medicine.

Greater emphasis will be placed on upgrading the skills of the faculty. Research directly related to the country's socio-economic needs will be promoted. A major effort will be undertaken to begin university extension services in order to foster direct cooperation and linkages between the universities and the local communities. Students will be encouraged to combine work with their study programs.

A significant number of university professors in Nicaragua are no longer teaching. Some have left the country, while others are working in public sector institutions assisting in the national reconstruction effort. Given the shortage of university professors, the government is considering various means for making up the deficit of university teachers. These include:

- (1) detailing professionals from other sectors for part-time teaching;
- (2) receiving faculty from universities outside Nicaragua to teach as well as train Nicaraguan professors; (3) using some of the best advanced students as teachers for lower-level courses; and (4) training Nicaraguan professors abroad.

Nicaragua has already had some experience with bringing in faculty from other Latin American countries. The UNAN last year had thirty-seven professors from Cuba, Venezuela, and Mexican universities (including Mexicans, Chileans, and Argentinians, among others). The Cubans have been working in medicine, mathematics and basic sciences; the Venezuelans in medicine; and those from Mexican universities in mathematics, architecture, engineering, history and sociology. Plans have been made to bring forty professors from these same institutions for the forthcoming year, which is expected to start in August, 1980. They will be working in nearly all of the same fields with the exception of history and sociology.

In conjunction with a visit of the LASPAU Regional Director to Nicaragua last year, the Rector of the National University first expressed his interest in having U.S. professors form a part of the group of foreign faculty teaching in Nicaraguan universities. Since that initial discussion, expressions of interest have also been received from the UCA, and in recent months the nature of these requests have been discussed fully by USAID/Nicaragua and LASPAU with both universities.

II. PURPOSE AND OBJECTIVE

The general purpose of this endeavor, and other efforts directed at the Nicaraguan higher education sector, is to increase the supply of skilled technical expertise available for national development by improving the quality and relevance of university education. The specific objective of this project is to contribute to the teaching, research, extension, and evaluation capabilities of the two universities by recruiting and supporting up to ten U.S. professors in the basic sciences.

Five professors will be assigned to the UNAN, and five to the UCA. The universities are requesting individuals in the following fields:

UNAN -- one each in chemistry, biology and mathematics; two in physics;

UCA -- one each in evaluation and development research, computer sciences, natural resources, forestry and nutrition.

In addition to teaching responsibilities, the professors may assist in the supervision of student thesis preparation. The five assigned to the UCA may also participate in some or all of the following activities: 1) research, 2) university extension programs, and 3) training of faculty personnel. Additionally, one of the professors selected for expertise in evaluation may assist the university to establish an internal evaluation system.

The project will be designed to recruit individuals with the following credentials and characteristics:

- o Fluency in Spanish;
- o Previous professional or education experience abroad (preferably in Latin America);
- o Technical competence in one or more of the fields of study;
- o Teaching experience, including supervision of thesis preparation;
- o A flexible, collaborative approach as teacher and colleague, and an ability to adjust to local conditions.

The university community is in a period of transition and the environment is highly politicized. Enrollments are expanding and classes will be large; laboratories are generally poorly equipped and library books are in short supply. Given this setting, it is important that individuals be able to handle a somewhat frustrating environment. It is possible that the professors will be asked to teach courses in areas which may vary from those originally chosen. Those selected must be open-minded, flexible, and willing to make special efforts to work with students, Nicaraguan faculty and administrators, and community people.

III. PROPOSED PLAN OF ACTION

A. LASPAU Administrative Resources for Project

LASPAU's Successful Nicaraguan Experience. Since 1965 LASPAU has worked with Nicaraguan universities to develop their teaching faculties. LASPAU's faculty development program in Nicaragua with AID regional funds has awarded 79 scholarships to Nicaraguan university professors for graduate study in the United States. Our program, responding to priorities set by the Nicaraguan institutions and AID, has focused on the development of the faculties of basic sciences (41%), engineering (21%), and agriculture (31%), as well as training professors in the social sciences, education and humanities. This 15-year LASPAU program in Nicaragua has been characterized by a close collaborative relationship between LASPAU and the institutions, the nomination of candidates of good-to-outstanding academic calibre, and a high reincorporation rate to higher education. (See Appendix I for lists of LASPAU Scholars and alumni.) As a result of this experience, LASPAU enjoys a close and effective working relationship with both university administrations. The relationship with the UNAN is strengthened by Rector Mariano Fiallos' service on the LASPAU Board of Trustees from 1974 to 1976. The UCA Vice Rector who will coordinate the project, Enrique Alvarado, is a LASPAU alumnus. These close links with the administrations, combined with the number of LASPAU alumni teaching at each university, will give legitimacy to a LASPAU-managed project.

LASPAU's Links with Higher Education. LASPAU is currently sponsoring Latin and Caribbean Scholars' study at 150 universities in the United States. LASPAU's contacts with graduate school deans, international center directors, and numerous departments at these universities will provide a solid base for the recruitment network. Computerized data on LASPAU Scholars and on U.S. university membership will help identify faculty in departments of science, engineering and agriculture who may be able to locate candidates for the ten positions. By virtue of its exclusive focus on Latin America and the Caribbean, LASPAU is part of the network of Latin Americanists at major universities as well. LASPAU's U.S. university relations and placement staff are in regular contact with groups throughout the year.

LASPAU's Experience at Assessing Professional and Personal Qualifications. The careful screening and matching of candidates to the special requirements of the assignment will be crucial to the project's success. LASPAU staff (Regional Directors and Placement) are experienced at credentials evaluation and interviewing, and assessment of academic and personal potential. LASPAU's Regional Directors have intimate knowledge of the Latin American university environment and cultural conditions, knowledge which will enable them to screen candidates for the requisite professional and personal characteristics. Personalized and in-depth selection techniques will be applied, and LASPAU's multilingual staff will be able to screen candidates for language competence.

LASPAU Professional Staff. The professional staff members who will participate in the project, with the exception of the Financial Director, have extensive experience in Latin America and the requisite language skills. All have administrative experience relevant to the assignment. Both Executive Director Barry Schuman and Regional Director Fay Henderson Franklin have first-hand experience in Nicaragua. Regional Director Lewis Tyler, who will

assist with recruitment and interviewing, has varied experience with university development programs in Central and South America sponsored by AID and the Ford Foundation. Scholar Advisor Elizabeth Gordon, who will assist with many of the administrative tasks, is a recent Radcliffe graduate with fluent Spanish and experience in the region. Over the past year she has handled relations with Mexican and Central American LASPAU Scholars and their sponsoring institutions. Financial Director Ann Roy has experience administering contracts with U.S. government agencies as well as with Latin American university and government sponsors. (Curricula Vitae of the key LASPAU staff for the project are included in Appendix 2.) The responsibilities of the team of LASPAU staff members assigned to develop, implement and monitor the project are summarized below.

Fay Henderson Franklin, Project Coordinator -- Ms. Franklin will have responsibility for the day-to-day operation of the project in all phases. As Regional Director for Nicaragua, it was she who first discussed and developed the idea with university and AID Mission personnel. She will maintain close working relationships with both universities in connection with this project, as well as the regular LASPAU program, and will monitor and evaluate the project on-site with Nicaraguan university officials.

Ann Roy -- Ms. Roy, as Director of Finance and Administration, will handle the details of pre-departure logistical arrangements and orientation, and will administer the payment of allowances and salaries. She will monitor financial reports from the universities, report to AID on disbursement of project funds under the contract, and be responsible for monitoring compliance with AID guidelines and regulations.

Lewis Tyler -- Mr. Tyler, a Regional Director, will play a major role in the development of the recruitment network and will participate in the screening, interviewing and selection of the candidates. He will also participate in the pre-departure orientation.

Elizabeth Gordon -- Ms. Gordon will assist with the development of the recruitment network and the preparation of orientation materials. She will also participate in the interviews.

Julie Happel -- Ms. Happel, an Administrative Assistant/Secretary, will assist with the administrative and clerical aspects of all phases of the project.

Barry Schuman -- Because of the sensitive and experimental nature of the project, as Executive Director, Mr. Schuman has been heavily involved in development and planning, and will continue to oversee the implementation, monitoring and evaluation of the project. He will have overall responsibility for the LASPAU role in the project and will actively participate in all phases, as required.

B. Cooperation and Assignment of Responsibilities
between USAID/Nicaragua, LASPAU and the Universities

1. USAID/Nicaragua will provide the resources for the project to cover recruitment and selection costs, all participant salaries and

allowances, and administrative expenses.

2. Responsibilities during the recruitment and selection phases of the project will be shared by LASPAU and the universities as follows:
 - a. LASPAU will assume primary responsibility for the recruitment, screening and pre-selection phases of the project. These will include the following tasks:
 - recruitment network research and development
 - preparation and dissemination of promotional materials, project description, applications (see Appendix 4 for sample application)
 - pre-screening of applicants
 - final interviews
 - pre-departure orientation
 - b. The universities will assume responsibility for selecting and hiring the individual professors. LASPAU will assist with these transactions as necessary. The universities will also arrange appropriate Nicaraguan visas, work permits, and customs clearances for the professors.
3. The following assignment of responsibilities will apply to logistical arrangements and support services:
 - a. LASPAU will assist with pre-departure arrangement, including insurance, shipping, travel, etc., and will be responsible for conducting an orientation in Cambridge.
 - b. The universities will assume responsibility for logistical support services upon the arrival of the professors in Nicaragua. This will include in-country orientation, assistance with housing and settling-in. Each university will administer the payroll out of USAID/Nicaragua funds transferred through LASPAU on either a monthly or a quarterly basis. Each university will also assign an administrative officer or faculty member to assist and supervise the professors for the duration of their teaching assignments.
4. LASPAU and the universities will share monitoring and evaluation functions accordingly:
 - a. LASPAU will monitor the salary administration and report to USAID/Nicaragua quarterly on the use of funds. A LASPAU representative will visit Managua to confer with the universities and professors at least once after the first semester and again at the end of the academic year, to conduct a final evaluation of the project in collaboration with the universities for USAID/Nicaragua.
 - b. The universities will provide LASPAU a monthly accounting of salaries paid. They will review the performance and conditions of the assignment with each professor after the first semester.

(The universities, as employers are solely responsible for any decision to retain or terminate an individual assignment.) At the end of the academic year the universities will report to LASPAU on the performance of individual professors and the operation of the overall project.

It is anticipated that, once the initial agreements with the universities and the contract with LASPAU are signed, all responsibility for implementing, monitoring and evaluating the project will pass to LASPAU and the universities. Also, once the contract is approved, LASPAU and the universities will sign an agreement summarizing the mutual responsibilities of each outlined in the above section.

C. Recruitment and Selection Procedures

A multifaceted promotional campaign will be carried out based on the candidate profile and the job descriptions specified by the Nicaraguan universities (see Appendix 3), as well as the terms and conditions of employment jointly approved by the Nicaraguan university, USAID and LASPAU. The following sources would be utilized:

- o LASPAU's network of U.S. university contacts in the fields of study, through a personalized letter campaign to seek out qualified graduate students as well as other qualified academics who are willing to accept the challenges and special circumstances in which they would carry out their teaching assignments
- o Professional associations and their data banks of available professionals in all of the fields of study requested
- o Regional and national associations of U.S. universities and junior colleges
- o Individuals in Academia with special interest in Central America
- o Organizations which emphasize technical service and work in the volunteer mode, e.g., Data Bank of ex-Peace Corps volunteers, Volunteers in Technical Assistance (VITA)
- o Publications to reach a wide audience, including: Chronicle of Higher Education; "Hotline" (newsletter to ex-Peace Corps volunteers); Science magazine; journals in the fields requested; major dailies (Sunday editions) -- New York Times, L.A. Times; Chicago, Miami, Phoenix, Albuquerque dailies

Direct-mail contacts will utilize a packet which will include a cover letter describing conditions and objectives of the project, the complete set of job descriptions, and background information on the participating Nicaraguan institutions. These contacts will be asked to promote the program with candidates who will contact LASPAU for the complete application form.

Recruitment network research and initial contacts will continue to be developed after the initial dissemination of project promotion materials and advertising. Response to the initial promotion will be carefully monitored,

and, if necessary, subsequent advertising and direct-mailing efforts will be undertaken. Applicants indicating a willingness to begin assignments in January-February of 1981 will be screened and evaluated immediately and the dossiers sent to the appropriate university official for review.

The LASPAU project team will screen applications as they are received, during December and January. The deadline for receipt of applications and references will be January 31, 1981. Promising applications will be referred to specialists in the fields of study for review and references will be carefully checked.

In February, a final pool of candidates will be selected and their dossiers sent to Nicaraguan university officials for review. If the quality of the applicants permits, three candidates will be referred for each teaching position. The final candidates (approximately 30) will be invited to Cambridge in March for interview with two representatives from each Nicaraguan university. LASPAU project team members and outside specialists in each field will also participate in the interviews. The universities will make final (and alternate) selections and individual offers of employment. Individual contracts will be negotiated according to the procedures in effect at each university.

D. Logistical Support, Monitoring and Evaluation

LASPAU will arrange a 3-day pre-departure orientation for all participants. It will be designed to provide the participants with pertinent information concerning their assignments in Nicaragua, along with materials describing their salaries, allowance and benefits packages, U.S. tax information, visa and customs procedures. LASPAU staff, representatives from UNAN and UCA, and several U.S. experts will participate.

While on assignment, each professor will receive a monthly salary of \$900.00 (9,000 cordobas) -- equivalent to the highest salary paid to any Nicaraguan professor. He/she will be hired for a period of one academic year (10-11 months). (If additional project funding is available, the university will have the option of renewing each participant's contract.) In addition to the monthly salary, all participants will be entitled to receive the following allowances, to be administered by LASPAU, prior to their departure to, or after their return from, Nicaragua:

- Settling-in and Transfer Allowances
- Insurance (medical and workmen's compensation)
- Round trip air fare
- Pre-departure medical
- Shipping and storage
- Teaching materials
- Return allowance

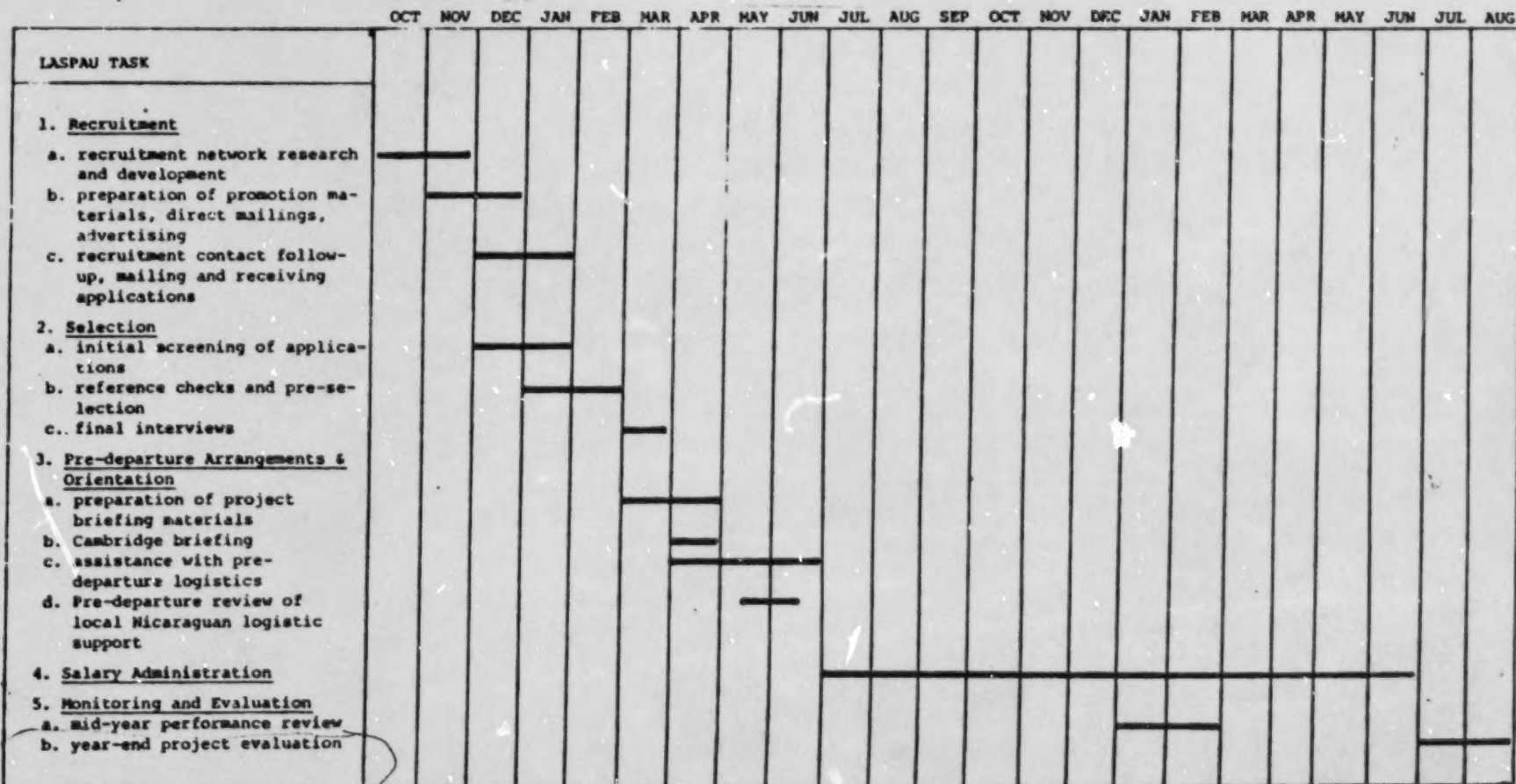
As the employers of the professors, UNAN and UCA will be responsible for providing the in-country support services. These include payment of salaries and supervision of the professors during their assignments, and evaluation of each individual's performance and of the project as a whole (in collaboration with the LASPAU representative). The universities will also provide assistance in locating housing and will arrange for in-country orientation.

After the first semester of teaching, the universities will review the performance of each professor and the LASPAU Project Coordinator will visit Managua to review with the universities and USAID/Nicaragua the progress of the project as a whole. The universities will review and evaluate individual performance at the end of the first year. The professors will prepare reports on their assignments, and LASPAU and the universities will conduct an evaluation of the project.

During the course of the project, LASPAU will transfer funds supplied by USAID/Nicaragua to the universities for the payment of professors' salaries. Salaries will be paid in local currency and the universities will arrange permission for the professors to reconvert a certain percentage of these salaries to dollars at the conclusion of the assignment. LASPAU will report quarterly to USAID/Nicaragua on the disbursement and use of project funds.

PROJECT WORK SCHEDULE

(10-A)



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IV. PROJECT BUDGET *

A. Pre-Contract Costs	\$ 10,430.00
B. LASPAU Personnel and Fringe Benefits	37,785.00
C. Travel and Transportation	39,585.00
D. Other Direct Costs	9,235.00
E. Indirect Costs	13,225.00
F. Participant Costs	317,950.00
	<u>\$ 428,210.00</u>

*See accompanying notes for explanation of budget line items
and cash flow analysis.

Budget Notes

A. Pre-Contract Costs consist of the following:

1. Personnel Costs \$ 7,527

In addition to time spent out of the office as described below, this includes 19 days of professional staff time and 5 days of support staff time designing the project and developing the recruitment network.

2. Travel Costs 2,903

Includes a 2-day trip by Financial Director to Washington in late August to investigate project set-up related to logistics and orientation procedures and to follow-up initial contacts on recruitment network. Also includes recent trip to Nicaragua (Sept. 2-5) by Executive Director, Financial Director, and Regional Director to discuss project and the RFP with AID Mission personnel and with Nicaraguan university officials.

TOTAL \$ 10,430

B. Personnel and Fringe Benefits

Computed at daily rates for the 4 senior staff and 2 administrative and support staff who will participate in this project, plus 18.5% for the cost of Social Security taxes and benefits. Staff time over the estimated 22-month life of the project from recruitment through the final evaluation is estimated as follows:

1. 4 senior staff \$ 29,865
Average 2.5 man-months per person
2. 2 administrative and support staff 7,920
Average 2.75 man-months per person

TOTAL \$ 37,785

C. Travel and Transportation during the following phases of the project:

1. Selection

- a. Travel and 1 day per diem expenses for 30 candidates to be interviewed (3 for each teaching position) from up to 5 locations in the U.S. (Southwest, West, Midwest, South, Mid-Atlantic) to Cambridge, Mass. \$ 15,500

Budget Notes (cont.)

b. Travel and approximately one week of per diem expenses for 2 representatives each from the UNAN and UCA for participation in the interviewing and selection process \$ 4,640

c. Travel and per diem expenses for U.S. university representatives in each of the major fields in which candidates will be interviewed -- anticipated 2 local and 2 each from Southwest and New York/Washington area 2,040

2. Pre-Departure Arrangements and Orientation

a. Travel and per diem expenses for 10 selected U.S. professors for 3-day orientation in Cambridge, Mass. (approximately same geographical distribution as shown) \$ 7,500

b. Travel and per diem expenses for 1 representative each from the UNAN and UCA to participate in the orientation 1,980

c. Travel and miscellaneous expenses for U.S. representatives such as a tax consultant/IRS representative, U.S. university representatives and U.S. Government representatives 905

d. Travel and 4 days per diem expenses to Nicaragua for 2 LASPAU representatives for in-country pre-departure review of arrangements for professors 1,800

3. Monitoring/Administration

Travel and 4 days per diem expenses to Nicaragua for LASPAU representatives for mid-term evaluation, ... \$ 1,800

4. Evaluation

a. Travel and one week of per diem expenses for LASPAU Regional Director to conduct final project evaluation \$ 1,140

b. Travel and one week of per diem expenses for 2 U.S. consultants to assist with evaluation 2,280

TOTAL \$ 39,585

D. Other Direct Costs

1. Production, typesetting, printing costs of applications, recruitment materials and orientation materials; placing ads in major newspapers and publications; rental of space for conducting interviews and orientation \$ 5,735
2. Honorariums paid to U.S. participants in interviews, orientation and evaluation 3,500
\$ 9,235

E. Indirect Costs

Computed as 35% of LASPAU's charges for personnel and fringe benefits to cover such fixed costs as rent, electricity, heat, postage, supplies, telephone, and telegrams \$ 13,225

F. Participant Costs

1. Professors:

- a. Salary \$ 11,700
At \$900 per month for up to 13 months (in accordance with Nicaraguan university policy for paying annual salaries plus one month bonus paid in December)
- b. Return Allowance 6,000
Payable at the end of the teaching assignment at the rate of \$500 per month for every month in Nicaragua
- c. Settling-In Allowance 900
If required, either for temporary quarters allowance at a rate of \$30 per day for maximum of 30 days, or for establishing household and purchasing appropriate clothing for climate
- d. Transfer Allowance 100
For miscellaneous expenses associated with moving from place of principal residence in U.S. to assignment in Nicaragua -- no receipts required
- e. Teaching Materials Allowance 1,975
For purchase of books and materials necessary for assignment (\$1,000.00) plus 250 lb. shipping allowance by air freight at a rate of approx. \$120/100 wt. plus \$.75/lb. x 2 (\$975.00)
- f. Medical Insurance Allowance 350
For purchase through one of the group medical

insurance programs offered by U.S. educational associations for participants in international educational activities, consisting of:

Basic medical coverage up to \$2,500
Major medical coverage up to \$20,000
Life insurance coverage up to \$50,000

g. Workmens Compensation Insurance	\$ 1,265
(Defense Base Act Insurance) Purchased by LASPAU on behalf of participants at rate of \$7.00 per \$100 of compensation --	
100 6,000	
h. Pre-departure Medical Examination Allowance	\$ 100
To cover cost up to \$85.00 for the medical examination plus up to \$15.00 for inoculations	
i. Round-trip air fare (average)	\$ 600
For economy fare from point of departure in U.S. to Managua, Nicaragua, including any visa or customs charges	
j. Shipping/Storage Allowances	
1. Overweight accompanied baggage up to 22 lbs. (est.)	\$ 50
2. Unaccompanied personal effects, by air freight, up to 250 lbs. at approx. \$120/100 wt. plus \$.75/lb. x 2	975
3. Round-trip shipment of one automobile (est.)	4,000
4. Storage of household goods up to 4,500 lbs. for one year	<u>1,000</u>
Total for 1 participant	\$ <u>29,015</u>
Total for 10 participants	\$ 290,150

2. Spouses:

a. Settling-In Allowance	\$ 900
b. Medical Insurance Allowance	350
c. Pre-departure Medical Examination	100
d. Round trip air fare (average)	600
e. Shipping Allowances	
1) Overweight accompanied baggage up to 22 lbs. x 2 (est.)	50
2) Personal effects up to 200 lbs. at approx. \$120/100 wt. + \$.75/lb. x 2	<u>780</u>
Total for 1 spouse	\$ <u>2,780</u>
Total for 10 spouses	\$ <u>27,800</u>
TOTAL FOR 10 PARTICIPANTS AND SPOUSES	\$ <u>317,950</u>

LASPAU CASH FLOW ANALYSIS
Attachment to Budget

	OCT.-DEC. 1980	JAN.-MARCH 1981	APRIL-JUNE 1981	JULY-SEPT. 1981	OCT.-DEC. 1981	JAN-MARCH 1982	APRIL-JUNE 1982	JULY-SEPT. 1982	TOTAL
Pre-Contract Costs	\$ 10,430								\$ 10,430
Recruitment	12,953								12,953
Selection		\$ 38,152							38,152
Orientation			\$ 24,143						24,143
Pre-departure arrangements			3,972						3,972
Monitoring/Adminis- tration				\$ 1,594	\$ 2,391	\$ 2,391	\$ 2,391	\$ 797	9,564
.Participant Allow- ances:									
.Settling-In/Transfer				10,000					10,000
.Teaching Materials/ Shipping				14,875				4,875	19,750
.Medical Insurance/ Examination				4,500					4,500
.Workmens Compensa- tion Insurance				12,650					12,650
.Air Fare				3,000				3,000	6,000
.Other Shipping				30,125				30,125	60,250
Spouse Allowances:									
.Settling-In				9,000					9,000
.Medical Insurance/ Examination				4,500					4,500
.Air Fare				3,000				3,000	6,000
.Shipping Allowances				4,150				4,150	8,300
Transfer of Funds for Salaries				27,000	36,000	27,000	27,000		117,000
Payment of Return Allowances								60,000	60,000
Mid-Term Evaluation						3,198			3,198
Final Evaluation								7,848	7,848
TOTAL	\$ 23,383	\$ 38,152	\$ 28,115	\$ 124,394	\$ 38,391	\$ 32,589	\$ 29,391	\$ 113,795	\$ 428,210

APPENDIX III

CONVENIO DE DONACION

GRANT AGREEMENT

DESARROLLO DE EDUCACION SUPERIOR

HIGHER EDUCATION DEVELOPMENT

Proyecto de la A.I.D. No. 524-0194
A.I.D. Project No. 524-0194

30 de septiembre de 1980
September 30, 1980

ACTIVITY AGREEMENT
CONVENIO DE ACTIVIDAD

FECHADO: 30 de septiembre de
1980

DATED: September 30, 1980

Entre La Universidad Nacional
Autónoma de Nicaragua
(UNAN) y la

Between The National Autonomous
University of Nicaragua
(UNAN) and the

Universidad Centro-
americana (UCA)

Central American
University (UCA)

Y Los Estados Unidos de
América
actuando por medio
de la
Agencia para el
Desarrollo Internacional
("A.I.D.")

And The United States of
America
acting through the
Agency for
International Development
("A.I.D.")

Artículo 1: El Convenio

Article 1: The Agreement

El propósito de este Convenio es
iniciar los entendimientos de las
Partes arriba mencionadas ("Par-
tes") con respecto a que el Dona-
tario emprenda el Proyecto des-
crito a continuación, y con res-
pecto al financiamiento del
Proyecto por las Partes.

The purpose of this Agreement is
to set out the understandings of
the Parties named above ("Parties")
with respect to the undertaking by
the Grantee of the Project des-
cribed below, and with respect
to the financing of the Project by
the Parties.

Artículo 2: El Proyecto

Article 2: The Project

Sección 2.1. Defini-
ción del Proyecto.

Section 2.1. Defini-
tion of Project. The

El Proyecto, que se define más
ampliamente en el Anexo 1, a-
yudará a dos universidades en
Nicaragua a desarrollar perso-
nal más calificado en áreas prio-
ritarias para el desarrollo nacio-
nal. El Anexo 1, adjunto, am-
plía la definición anterior del
Proyecto. Los elementos de la
descripción ampliada que se

Project, which is further des-
cribed in Annex 1, will assist two
Nicaraguan Universities to deve-
lop more highly trained manpower
in priority fields for national de-
velopment. Annex 1, attached,
amplifies the above definition of
the Project. Elements of the am-
plified description stated in An-
nex 1 may be changed by written

mencionan en el Anexo 1 pueden ser cambiados mediante convenio escrito entre los representantes autorizados de las Partes mencionados en la Sección 8.2., sin que tenga que enmendarse formalmente este Convenio.

Sección 2.2. Naturaleza de las Ampliaciones del Proyecto. (a) La contribución de la A.I.D. al Proyecto será proporcionada en incrementos, estando el primero disponible de acuerdo con la Sección 3.1., de este Convenio. Los incrementos subsiguientes estarán sujetos a la disponibilidad de fondos de la A.I.D. para este propósito, y al convenio mutuo de las Partes al momento que se necesite un nuevo incremento.

(b) Dentro del período que abarca la Fecha de Finalización de la Ayuda al Proyecto, el cual se menciona en este Convenio, la A.I.D., en base a consulta con el Donatario, puede especificar en Cartas de Ejecución del Proyecto, los períodos de tiempo apropiados para el uso de los fondos donados por la A.I.D. bajo un incremento individual de la ayuda.

Artículo 1: Financiamiento

Sección 3.1. La Donación. Con el fin de ayudar al Donatario a afrontar los costos de llevar a cabo el Proyecto, la

agreement of the authorized representatives of the Parties named in Section 8.2., without formal amendment to this Agreement.

Section 2.2. Incremental Nature of Project. (a) A.I.D.'s contribution to the Project will be provided in increments, the initial one being made available in accordance with Section 3.1. of this Agreement. Subsequent increments will be subject to availability of funds for A.I.D. for this purpose, and to the mutual agreement of the Parties, at the time of a subsequent increment to proceed.

(b) Within the overall Project Assistance Completion Date stated in this Agreement, A.I.D., based upon consultation with the Grantee, may specify in Project Implementation Letters appropriate time periods for the utilization of funds granted by A.I.D. under an individual increment of assistance.

Article 1: Financing

Section 3.1. The Grant. To assist the Grantee to meet the costs of carrying out the Project, A.I.D., pursuant to the Foreign

A.I.D., de conformidad con la Ley de Asistencia Extranjera de 1961, tal como fue enmendada, conviene donar al Donatario bajo los términos de este Convenio una suma que no exceda Doscientos Dos Mil Dólares (\$202,000) de los Estados Unidos ("U.S.") ("Donación").

La Donación puede ser usada para financiar costos en moneda extranjera, tal como se define en la Sección 6.1. y ciertos costos en moneda local tal como se define en la Sección 6.2. de bienes y servicios que se necesiten para el Proyecto.

Sección 3.2. Recursos del Donatario para el Proyecto.

(a) El Donatario conviene proporcionar, o hacer que se proporcionen para el Proyecto, todos los fondos, además de la Donación, y cualquier otro recurso que se necesite para llevar a cabo el Proyecto en forma efectiva y a su debido tiempo.

(b) Los recursos proporcionados por el Donatario para el Proyecto, no serán inferiores al equivalente en Córdobas de US\$165,000 incluyendo costos aportados "en especie".

Sección 3.3. Fecha de Finalización de la Ayuda al Proyecto.

(a) La Fecha de

Assistance Act of 1961, as amended, agrees to grant the Grantee under the terms of this Agreement not to exceed Two Hundred and Two Thousand United States ("U.S.") Dollars (\$202,000) ("Grant").

The Grant may be used to finance foreign exchange costs, as defined in Section 6.1., and certain local currency costs, as defined in Section 6.2., of goods and services required for the Project.

Section 3.2. Grantee Resources for the Project.

(a) The Grantee agrees to provide or cause to be provided for the Project all funds, in addition to the Grant, and all other resources required to carry out the Project effectively and in a timely manner.

(b) The resources provided by the Grantee for the Project will be not less than the equivalent of U.S. \$165,000 dollars including costs borne on an "in-kind" basis.

Section 3.3. Project Assistance Completion Date.

(a) The "Project

Finalización de la Ayuda al Proyecto (FFAP), que es el 31 de diciembre de 1983, o cualquier otra fecha a que las Partes convengan por escrito, es la fecha en que las Partes calculan que todos los servicios financiados bajo la Donación habrán sido realizados y que todos los bienes financiados bajo la Donación habrán sido suministrados al Proyecto a como se contempla en este Convenio.

(b) A menos que la A.I.D. convenga lo contrario por escrito, la A.J.D. no emitirá o aprobará ningún documento que autorice el desembolso de la Donación para servicios efectuados después de la FFAP, o para bienes suministrados al Proyecto, a como se contempla en el Convenio, después de la FFAP.

(c) Las solicitudes de desembolso acompañadas de la documentación de respaldo necesaria prescrita en Cartas de Ejecución del Proyecto, deberán ser recibidas por la A.I.D. o cualquier banco descrito en la Sección 7.1. a más tardar nueve (9) meses después de la FFAP, o en cualquier otra fecha a que la A.I.D. convenga por escrito. Después de dicha fecha la A.I.D., mediante aviso por escrito al Donatario, puede en cualquier momento reducir el monto de la Donación en su totalidad o en parte, por aquellas solicitudes de desembolso que, acompañadas de la documentación de respaldo

Assistance Completion Date" (PACD), which is December 31, 1983 or such other date as the Parties may agree to in writing, is the date by which the Parties estimate that all services financed under the Grant will have been performed and all goods financed under the Grant will have been furnished for the Project as contemplated in this Agreement.

(b) Except as A.I.D. may otherwise agree in writing, A.I.D. will not issue or approve documentation which would authorize disbursement of the Grant, for services performed subsequent to the PACD or for goods furnished for the Project, as contemplated in this Agreement, subsequent to the PACD.

(c) Requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters are to be received by A.I.D. or any bank described in Section 7.1 no later than nine (9) months following the PACD, or such other period as A.I.D. may agree to in writing. After such period, A.I.D., giving notice in writing to the Grantee, may at any time or times, reduce the amount of the Grant by all or any part thereof, for which requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters were not received before the

necesaria prescrita en Cartas de Ejecución del Proyecto, no fueron recibidas antes del vencimiento de dicha fecha.

Artículo 4: Condiciones Previas al Desembolso

Sección 4.1. Primer Desembolso. A me-

nos que las Partes convengan lo contrario por escrito y previo al primer desembolso bajo la Donación, o a la emisión por parte de la A.I.D. de documentación por medio de la cual se efectuará el desembolso, el Donatario, someterá a la A.I.D. los siguientes documentos en forma y contenido satisfactoria a la A.I.D.

(a) Una opinión de un asesor legal que sea aceptable a la A.I.D., indicando que este Convenio ha sido debidamente autorizado, y/o ratificado por y celebrado en nombre del Donatario, y que constituye una obligación válida y legal del Donatario de conformidad con todos sus términos;

(b) Una declaración del nombre de la persona que tenga el cargo o que lo desempeñe interinamente en la oficina del Donatario especificado en la Sección 8.2 y de cualesquier representantes adicionales, junto con una muestra de la firma de cada persona especificada en esta declaración;

expiration of said period.

Article 4: Conditions Precedent to Disbursement

Section 4.1. First Disbursement. Prior

to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.

(a) An opinion of counsel acceptable to A.I.D. to the effect that this Agreement has been duly authorized and/or ratified by, and executed on behalf of, the Grantee, and that it constitutes a valid and legally binding obligation of the Grantee in accordance with all of its terms;

(b) A statement of the name of the person holding or acting in the office of the Grantee specified in Section 8.2 and of any additional representatives together with a specimen signature of each person specified in such statement;

(c) Evidencia de que se hayan hecho arreglos para contratar los servicios de una empresa u organización que ayudará a las universidades nicaraguenses que participan en el Programa en reclutar, seleccionar y proporcionar otros servicios necesarios para los profesores universitarios cuyos servicios serán financiados bajo este Convenio.

(d) Un breve plan de ejecución para el Proyecto, el cual incluye, entre otras cosas, el campo de especialización de cada uno de los profesores a emplearse, las responsabilidades que él o ella deben llevar a cabo, el período por el cual se desean los servicios de él o de ella, y una descripción de los arreglos que la Universidad ha hecho para alojar, alimentar y prestar servicios administrativos a los profesores.

Sección 4.2. Notificación. Cuando la A.I.D. haya determinado que las condiciones previas a los desembolsos especificados en la Sección 4.1. han sido satisfechas, notificará de inmediato al Donatario.

Sección 4.3. Fechas Finales para Satisfacer Condiciones Previas. Si todas las condiciones especificadas en la Sección 4.1. no han sido satisfechas dentro de los noventa (90) días siguientes a la firma

(c) Evidence that arrangements have been made to contract the services of a firm or organization that will assist the Nicaraguan Universities participating in the Program in recruiting, selecting, and providing other necessary services for the University professors whose services will be financed under this Agreement;

(d) A brief implementation plan for the Project which includes inter alia, the field of specialization for each of the professors to be hired, the tasks he or she will be expected to perform, the time period for which his or her services are desired and a description of the arrangements the University has made to house, feed and administratively support the professors hired;

Section 4.2. Notification. When A.I.D. has determined that the conditions precedent specified in Section 4.1. have been met, it will promptly notify the Grantee.

Section 4.3. Terminal Dates for Conditions Precedent. If all the conditions specified in Section 4.1 have not been met within ninety (90) days from the date of this Agreement, or such later date as A.I.D. may agree to

de este Convenio, o en cualquier otra fecha posterior que la A.I.D. convenga por escrito, la A.I.D. podrá, a su opción, dar por terminado este Convenio notificándolo por escrito al Donatario.

Artículo 5: Estipulaciones Especiales

Sección 5.1. Evaluación del Proyecto. Las Partes

convienen establecer un programa de evaluación como parte del Proyecto. A menos que las Partes convengan lo contrario por escrito, las evaluaciones periódicas durante la ejecución del Proyecto, y en una o más fechas posteriores incluirán:

- (a) evaluación del progreso hacia el logro de los objetivos del Proyecto;
- (b) identificación y evaluación de los problemas o factores limitantes que puedan inhibir dicho logro;
- (c) análisis de cómo dicha información puede usarse para resolver tales problemas; y
- (d) evaluación, hasta el grado en que sea factible, del impacto total en el desarrollo del país.

in writing, A.I.D., at its option, may terminate this Agreement by written notice to the Grantee.

Article 5: Special Covenants

Section 5.1. Project Evaluation. The Parties

agree to establish an evaluation program as part of the Project. Except as the Parties otherwise agree in writing, the Program will include during the implementation of the Project and at one or more points thereafter:

- (a) evaluation of progress toward attainment of the objectives of the Project;
- (b) identification and evaluation of problem areas or constraints which may inhibit such attainment;
- (c) assessment of how such information may be used to help overcome such problems; and
- (d) evaluation, to the degree feasible, of the overall development impact of the Project.

Artículo 6: Fuente para
Adquisiciones

Sección 6.1. Costos en
Moneda Extranjera. Los desembolsos de acuerdo con la Sección 7.1, serán usados exclusivamente para financiar los costos de bienes y servicios necesarios para el Proyecto que tengan su fuente y origen en los Estados Unidos (Código 000 del Libro de Códigos Geográficos de la A.I.D. que esté en vigencia en la fecha en que se efectúen los pedidos o se hayan celebrado los contratos para tales bienes y servicios) ("Moneda Extranjera") a menos que la A.I.D. convenga lo contrario por escrito, y a menos tal como es estipulado en el Anexo de Disposiciones Generales del Préstamo del Proyecto, Sección C.1, (b) con respecto a seguro marítimo.

Sección 6.2. Costos en
Moneda Local. Los desembolsos de acuerdo con la Sección 7.2 serán usados exclusivamente para financiar los costos de bienes y servicios necesarios para el Proyecto, que tengan su fuente y origen en los países del Mercado Común Centroamericano ("Costos en Moneda Local"), salvo que la A.I.D. convenga lo contrario por escrito.

Article 6: Procurement Source

Section 6.1. Foreign Exchange Costs. Disbursements pursuant to Section 7.1 will be used exclusively to finance the costs of goods and services required for the Project having their source and origin in the United States (Code 000 of the A.I.D.'s Geographic Code Book as in effect at the time orders are placed or contracts entered into for such goods or services) ("Foreign Exchange Costs"), except as A.I.D. may otherwise agree in writing, and except as provided in the Project Grant Standard Provisions Annex, Section C.1., (b) with respect to marine insurance.

Sección 6.2. Local Currency Costs. Disbursements pursuant to Section 7.2 will be used exclusively to finance the costs of goods and services required for the Project, having their source and, except as A.I.D. may otherwise agree in writing, their origin in Central American Common Market countries ("Local Currency Costs").

Artículo 7: Desembolsos

Section 7.1. Desembolsos
para Costos en Moneda
Extranjera.

(a) Después de satisfacer las condiciones previas, el Donatario podrá obtener los desembolsos de fondos bajo la Donación para Costos en Moneda Extranjera para bienes y servicios necesarios para el Proyecto de acuerdo con las condiciones de este Convenio, mediante cualquiera de los siguientes métodos que mutuamente se convenga:

(1) mediante la presentación a la A.I.D., con la documentación de respaldo necesaria tal como se prescribe en Cartas de Ejecución del Proyecto, (A) de solicitudes de reembolso para dichos bienes y servicios, o (B) de solicitudes para que la A.I.D. adquiera artículos o servicios en nombre del Donatario para el Proyecto; o

(2) mediante una solicitud a la A.I.D. para que emita Cartas de Compromiso por montos específicos (A) en uno o más bancos de los Estados Unidos satisfactorios a la A.I.D., comprometiendo a la A.I.D. a reembolsar a dicho banco o bancos, los pagos que estos efectúen a contratistas o suplidores, bajo Cartas de

Article 7: Disbursements

Section 7.1. Disbursements
for Foreign Exchange Costs.

(a) After satisfaction of the conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Foreign Exchange Costs of goods or services required for the Project in accordance with the terms of this Agreement, by such of the following methods as may be mutually agreed upon:

(1) by submitting to A.I.D. with necessary supporting documentation as prescribed in Project Implementation Letters, (A) requests for reimbursement for such goods or services, or (B) requests for A.I.D. to procure commodities or services in Grantee's behalf for the Project, or

(2) by requesting A.I.D. to issue Letters of Commitment for specified amounts (A) to one or more U.S. banks satisfactory to A.I.D., committing A.I.D. to reimburse such bank or banks for payments made by them to contractors or suppliers, under Letters of Credit or otherwise, for such goods or services, or (B) directly to one or more contractors or suppliers,

Crédito o bajo otra forma, por dichos bienes o servicios o (B) directamente a uno o más contratistas o suplidores, comprometiendo a la A.I.D. a pagar a dichos contratistas o suplidores por dichos bienes o servicios.

(b) Los gastos bancarios incurridos por el Donatario en relación con Cartas de Compromiso y Cartas de Crédito serán financiadas bajo la Donación, a menos que el Donatario dé instrucciones contrarias a la A.I.D. Cualquier otro gasto a que las Partes convengan puede también ser financiado bajo la Donación.

Sección 7.2. Desembolso para Costos en Moneda Local.

(a) Después de satisfechas las condiciones previas, el Donatario podrá obtener desembolsos de fondos bajo la Donación para Costos en Moneda Local necesarios para el Proyecto, de acuerdo con los términos del Convenio, mediante la presentación a la A.I.D., con la documentación de respaldo necesaria tal como lo prescriben las Cartas de Ejecución del Proyecto, de solicitudes para financiar dichos costos.

(b) La Moneda Local que se necesita para tales desembolsos puede obtenerse así:

committing A.I.D. to pay such contractors or suppliers for such goods or services.

(b) Banking charges incurred in connection with Letters of Commitment and Letters of Credit will be financed under the Grant unless Grantee instructs A.I.D. to the contrary. Such other charges as the Parties may agree to may also be financed under the Grant.

Section 7.2. Disbursement for Local Currency Costs.

(a) After satisfaction of conditions precedent, the Grantee may obtain disbursements of funds under the Grant for Local Currency Costs required for the Project in accordance with the terms of this Agreement, by submitting to A.I.D. with necessary supporting documentation as prescribed in Project Implementation Letters, requests to finance such costs.

(b) The local currency needed for such disbursements may be obtained:

(1) mediante la adquisición por parte de la A.I.D. con Dólares de los Estados Unidos por compra; o

(2) que la A.I.D. (A) solicite al Donatario que aporte la moneda local para tales bienes, y (B) luego poniendo a disposición del Donatario, mediante la apertura o enmienda por parte de la A.I.D. de Cartas de Crédito Especiales a favor del Donatario o de quien éste designe, un monto en Dólares de los Estados Unidos equivalentes a la moneda local aportada por el Donatario, cuyos dólares serán usados para adquisiciones descritas en Cartas de Ejecución del Proyecto.

El equivalente en dólares de los Estados Unidos de la moneda local que se haga disponible según lo aquí escrito será, en el caso de la subsección (b) (1) más arriba, el monto de dólares de los Estados Unidos que la A.I.D. requiere para obtener la moneda local, y en el caso de la subsección (b) (2) más arriba, un monto calculado al tipo de cambio especificado en el Memorandum de la Carta Especial de Crédito aplicable según lo aquí escrito a la fecha de la apertura o enmienda de la Carta Especial de Crédito aplicable.

(1) by acquisition by A.I.D. with U.S. dollars by purchase, or

(2) by A.I.D. (A) requesting the Grantee to make available the local currency for such costs, and (B) thereafter by making available to the Grantee through the opening or amendment by A.I.D. of Special Letters of Credit in favor of the Grantee or its designee, an amount of U.S. Dollars equivalent to the amount of local currency made available by the Grantee, which dollars will be utilized for procurement from the United States under appropriate procedures described in Project Implementation Letters.

The U.S. dollar equivalent of the local currency made available hereunder will be, in the case of subsection (b)(1) above, the amount of U.S. dollars required by A.I.D. to obtain the local currency, and in the case of subsection (b)(2) above, an amount calculated at the rate of exchange specified in the applicable Special Letter of Credit Implementation Memorandum hereunder as of date of the opening or amendment of the applicable Special Letter of Credit.

Sección 7.3. Otras Formas de Desembolso.

Los desembolsos de la Donación se podrán efectuar también por medio de otras formas a que las Partes convengan por escrito.

Sección 7.4. Tipo de Cambio. A menos que se estipule más específicamente bajo la Sección 7.2. si los fondos proporcionados bajo la Donación son introducidos a Nicaragua por la A.I.D. o por cualquier agencia pública o privada con el fin de llevar a cabo las obligaciones de la A.I.D. bajo esta Donación, el Donatario hará los arreglos necesarios para que dichos fondos puedan ser convertidos en moneda nicaragüense al tipo de cambio más alta que, al momento de efectuar la conversión, no sea ilegal en Nicaragua

Artículo 8: Varios.

Sección 8.1. Comunicaciones. Cualquier notificación, solicitud, documento u otra comunicación presentada por cualquiera de las Partes, de conformidad con este Convenio deberá ser por escrito, por telegrama, cable, o radiograma, y deberá considerarse como debidamente enviada cuando haya sido entregada a la Parte a quien va dirigida, a las siguientes direcciones:

Section 7.3. Other Forms of Disbursement: Disbursements of the Grant may also be made through such other means as the Parties may agree to in writing.

Section 7.4. Rate of Exchange. Except as may be more specifically provided under Section 7.2. if funds provided under the Grant are introduced into Nicaragua by A.I.D. or any public or private agency for purposes of carrying out obligations of A.I.D. hereunder, the Grantee will make such arrangements as may be necessary so that such funds may be converted into the currency of Nicaragua at the highest rate of exchange which, at the time the conversion is made, is not unlawful in Nicaragua.

Article 8: Miscellaneous

Section 8.1. Communications. Any notice, request, document, or other communication submitted by either Party to the other under this Agreement will be in writing or by telegram or cable and will be deemed duly given or sent when delivered to such Party at the following addresses:

A los Donatarios:

Universidad Nacional
Autónoma de Nicaragua
(UNAN)

Dirección Postal:

Recinto Universitario
Rubén Darío
Managua, Nicaragua

Dirección Cablegráfica:

UNAN
León, Nicaragua

Universidad
Centroamericana (UCA)

Dirección Postal:

Apartado Postal No.69
Managua, Nicaragua

Dirección Cablegráfica:

UCA, Managua

A la A.I.D.

Dirección Postal:

USAID/Nicaragua
c/o Embajada Americana
Managua, Nicaragua

Dirección Cablegráfica:

USAID/AMEMBASSY
Managua, Nicaragua

To the Grantees:

Universidad Nacional
Autónoma de Nicaragua
(UNAN)

Mail Address:

Recinto Universitario
Rubén Darío
Managua, Nicaragua

Cable Address:

UNAN
León, Nicaragua

Universidad
Centroamericana (UCA)

Mail Address:

P. O. Box 69
Managua, Nicaragua

Cable Address:

UCA, Managua

To A.I.D.

Mail Address:

USAID/Nicaragua
c/o American Embassy
Managua, Nicaragua

Cable Address:

USAID/AMEMBASSY
Managua, Nicaragua

Toda comunicación será en inglés a menos que las Partes convengan lo contrario por escrito. Las direcciones anteriores podrán ser sustituidas por otras, previa notificación. El Donatario, además proporcionará a la Misión de la A.I.D. una copia de cualquier comunicación que envíe a la A.I.D.

Sección 8.2. Representantes. Para todo propósito relacionado con este Convenio, el Donatario estará representado por la persona que desempeñe el cargo o actúe en funciones interinamente, en la oficina del Rector de la Universidad Nacional Autónoma de Nicaragua y en la oficina del Rector de la Universidad Centroamericana y la A.I.D. estará representada por la persona que desempeñe el cargo, o actúe interinamente en la Oficina del Director, cada uno de los cuales podrán designar por escrito a otros representantes adicionales para cualquier objetivo, menos para ejercer su poder bajo la Sección 2.1. para enmendar elementos de la descripción ampliada del Anexo 1. Los nombres de los representantes del Donatario, con sus firmas autógrafas, serán proporcionados a la A.I.D., quienes pueden aceptar como debidamente autorizado cualquier documento firmado por dichos representantes en la ejecución de este Convenio, hasta recibir la notificación de la revocación de su autoridad.

All such communications will be in English unless the Parties otherwise agree to in writing. Other addresses may be substituted for the above upon the giving of notice. The Grantee, in addition, will provide the A.I.D. Mission with a copy of each communication sent to A.I.D.

Section 8.2. Representatives. For all purposes relevant to this Agreement the Grantee will be represented by the individuals holding or acting in the office of the Rector of the National Autonomous University of Nicaragua (UNAN) and the office of the Rector of the Central American University (UCA), and A.I.D. will be represented by the individual holding or acting in the office of the Director, each of whom, by written notice, may designate additional representatives, for all purposes other than exercising the power under Section 2.1 to revise elements of the amplified description in Annex 1. The names of the representatives of the Grantee with specimen signatures, will be provided to A.I.D., which may accept as duly authorized any instrument signed by such representatives in implementation of this Agreement, until receipt of written notice of revocation of their authority.

Sección 8.3. Anexo de Disposiciones Generales.

Se adjunta y forma parte de este Convenio, un "Anexo de Disposiciones Generales de la Donación del Proyecto" (Anexo 2).

Sección 8.4. Idioma del Convenio. Este Convenio

ha sido preparado en inglés y español. En caso de ambigüedad, o conflicto entre las dos versiones, la versión en inglés prevalecerá.

EN FE DE LO CUAL, el Donatario y los Estados Unidos de América, cada uno de ellos actuando por medio de sus representantes debidamente autorizados, han convenido firmar este Convenio en sus nombres y entregarlo en la fecha señalada al comienzo de este documento.

Section 8.3. Standard Provisions Annex. A

"Project Grant Standard Provisions Annex" (Annex 2) is attached and forms part of this Agreement.

Section 8.4. Language of the Agreement. This Agreement is prepared in both English and Spanish. In the event of ambiguity or conflict between the two versions, the English version will control.

IN WITNESS WHEREOF, the Grantee and the United States of America, each acting through its duly authorized representative, have caused this Agreement to be signed in their names and delivered as of the day and year first above written.

LA REPUBLICA DE NICARAGUA

Por: Mariano Fiallos Oyaguren
Mariano Fiallos Oyaguren

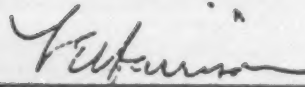
Título: Rector Universidad Nacional
Autónoma de Nicaragua

Por: Amando López
Amando López

Título: Rector Universidad
Centroamericana

THE UNITED STATES OF AMERICA

By:



Lawrence E. Harrison

Title:

Director
USAID Mission to
Nicaragua

A N T E P R O Y E C T O
MEMORANDUM DE ENTENDIMIENTO

Con el espíritu de cooperación que siempre ha caracterizado la colaboración de LASPAU con la Universidad Nacional Autónoma de Nicaragua, nuestras instituciones respectivas acuerdan que la siguiente división de responsabilidades se considera conforme y equitativa a las dos entidades:

Cooperación y Asignación de las Responsabilidades entre LASPAU y las Universidades.

1. Durante las fases de reclutamiento y selección de profesionales para el proyecto, las responsabilidades serán compartidas entre LASPAU y las Universidades de la siguiente manera:

- a. LASPAU asumirá la responsabilidad principal de la fase del proyecto de reclutamiento, investigación y preselección. Ésto incluirá las siguientes tareas:
- Investigación del sistema de reclutamiento y desarrollo
 - Preparación y divulgación de materiales de promoción, descripción del proyecto, solicitudes (ver apéndice 4 para modelo de solicitud)
 - Investigación previa de los postulantes
 - Arreglos para y participación en las entrevistas finales
 - Orientación antes del viaje

- b. Las Universidades a través de la participación de sus representantes en el proceso interino, asumirán la responsabilidad de seleccionar y contratar a cada profesor. LASPAU prestará ayuda para la realización de estas gestiones, como sea necesario. Las Universidades también deberán hacer los arreglos correspondientes para el otorgamiento de las visas nicaragüenses, permisos de trabajo y franquicias de aduana para los profesores.
2. Las siguientes responsabilidades corresponderán a arreglos logísticos y servicios de soporte:
- a. LASPAU prestará su asistencia a través de disposiciones de previaje, incluyendo seguros, carga aérea, viajes, etc., y será responsable de realizar una sesión de orientación en la ciudad de Cambridge.
 - b. Las Universidades asumirán la responsabilidad de los servicios de soporte apropiados para la llegada de los profesores a Nicaragua. Esto incluirá una orientación en el país, ayuda para encontrar vivienda y para establecerse. Cada Universidad administrará la planilla de pagos con fondos de USAID/Nicaragua, transferidos a través de LASPAU, ya sea en forma mensual o trimestral. Cada Universidad deberá asignar a un funcionario administrativo o un docente para asistir y supervisar a los profesores, durante toda la permanencia dedicada a la enseñanza.

3. LASPAU y las Universidades compartirán las funciones de supervisión y evaluación, de la siguiente manera:

- a. LASPAU supervisará la administración de salarios e informará a USAID/Nicaragua, cada 3 meses, sobre el uso de los fondos. Un representante LASPAU visitará Managua para reunirse con las autoridades universitarias y con los profesores, por lo menos una vez dentro del primer semestre y otra vez, a fines del año académico, para realizar una evaluación final del proyecto, en colaboración con las Universidades y a ser presentado a USAID/Nicaragua.
- b. Las Universidades proporcionarán a LASPAU una contaduría mensual de los salarios pagados. Analizarán el desempeño y las condiciones de la tarea con cada profesor, después del primer semestre. En su calidad de empleadores, las Universidades son las únicas responsables de cualquier decisión tomada con el fin de retener o poner fin a la tarea de una persona. Al final del año académico, las Universidades informarán a LASPAU sobre el desempeño de cada profesor individualmente y sobre la operación del proyecto en general.

por UNAN

por LASPAU

Nombre

Name

Firma

Signature

Título

Title

Fecha

Date

1. AMENDMENT/MODIFICATION NO. 524-0194-C-00-1002-03		2. EFFECTIVE DATE Nov. 9/81		3. REQUISITION/PURCHASE REQUEST NO. N/A		4. PROJECT NO. (If applicable) 524-0194	
5. ISSUED BY USAID/Nicaragua American Embassy Managua, Nicaragua				6. ADMINISTERED BY (If other than block 5) USAID/Nicaragua			
7. CONTRACTOR NAME AND ADDRESS CODE The Latin American Scholarship Program of American Universities (LASPAU) 25 Mount Auburn St. Cambridge, Mass. (Street, city, county, state, and ZIP Code)				8. AMENDMENT OF SOLICITATION NO. N/A DATED (See block 9) MODIFICATION OF CONTRACT/ORDER NO. 524-0194-C-00-1002 DATED 12/17/80 (See block 11)			
9. THIS BLOCK APPLIES ONLY TO AMENDMENTS OF SOLICITATIONS NA ☐ The above numbered solicitation is amended as set forth in block 12. The hour and date specified for receipt of Offers ☐ is extended, ☐ is not extended. Offerors must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation, or as amended, by one of the following methods: (a) By signing and returning copies of this amendment; (b) By acknowledging receipt of this amendment on each copy of the offer submitted; or (c) By separate letter or telegram which includes a reference to the solicitation and amendment numbers. FAILURE OF YOUR ACKNOWLEDGEMENT TO BE RECEIVED AT THE ISSUING OFFICE PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER. If, by virtue of this amendment you desire to change an offer already submitted, such change may be made by telegram or letter, provided such telegram or letter makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.							
10. ACCOUNTING AND APPROPRIATION DATA (If required) PIO/T No. 524-0194-00121-N APPROPRIATION No. 72-1101021.5 - ALLOTMENT No. 045-50-524-00-69-13							
11. THIS BLOCK APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS (a) ☒ This Change Order is issued pursuant to the FAA of 1961, as amended, and Executive Order 11223 The Changes set forth in block 12 are made to the above numbered contract/order. (b) ☒ The above numbered contract/order is modified to reflect the administrative changes (such as changes in paying office, appropriation data, etc.) set forth in block 12. (c) ☐ This Supplemental Agreement is entered into pursuant to authority of It modifies the above numbered contract as set forth in block 12.							
12. DESCRIPTION OF AMENDMENT/MODIFICATION B. PURPOSE AND OBJECTIVE - Paragraph No. 1 Delete part of the last line of this paragraph that reads: ".....and supporting up to ten U.S. professors in high priority areas". and insert: ".....and supporting up to eight U.S. professors in high priority areas". Paragraph No. 2. Delete the first sentence of this paragraph that reads: "2. Five professors will be assigned to the UNAN, and five to the UCA". and insert: "2. Four professors will be assigned to the UNAN, and four to the UCA". PAGE 5A Paragraph (c) Delete the first sentence that reads: "He/she will be hired for a period of up to 12 months". and insert: "He/she will be hired for a period of up to 15 months". PAGE 18 Paragraph C Delete the first sentence that reads: "Pursuant to Articles I. C. 3.(b), the universities shall pay each professor a salary equivalent to \$900.00 each month for up to 13 months". and insert: "Pursuant to Articles I. C. 3.(b), the universities shall pay each professor a salary equivalent to \$900.00 each month for up to 16 months".							
Except as provided herein, all terms and conditions of the document referenced in block 8, as heretofore changed, remain unchanged and in full force and effect.							
13. ☐ CONTRACTOR/OFFEROR IS NOT REQUIRED TO SIGN THIS DOCUMENT ☒ CONTRACTOR/OFFEROR IS REQUIRED TO SIGN THIS DOCUMENT AND RETURN 6 COPIES TO ISSUING OFFICE							
14. NAME OF CONTRACTOR/OFFEROR The Latin American Scholarship Program of American Universities Barry R. Schuman (Signature of person authorized to sign)				17. UNITED STATES OF AMERICA BY Gerald R. Wein (Signature of Contracting Officer)			
15. NAME AND TITLE OF SIGNER (Type or print) Barry R. Schuman Executive Director		16. DATE SIGNED 12/2/81		18. NAME OF CONTRACTING OFFICER (Type or print) Gerald R. Wein Acting Director		19. DATE SIGNED 11/19/81	

BEST COPY AVAILABLE

AMENDMENT/MODIFICATION NO. 524-0194-C-00-1002-02		2. EFFECTIVE DATE 8/26/81	3. REQUISITION/PURCHASE REQUEST NO. NA	4. PROJECT NO. (If applicable) 524-0194
ISSUED BY USAID/Nicaragua American Embassy Managua, Nicaragua		6. ADMINISTERED BY (If other than block 5) USAID/Nicaragua		
CONTRACTOR NAME AND ADDRESS The Latin American Scholarship Program of American Universities (LASPAU) 25 Mount Auburn St. Cambridge, Mass.		8. AMENDMENT OF SOLICITATION NO. DATED _____ (See block 9) MODIFICATION OF CONTRACT/ORDER NO. 524-0194-C-00-1002 DATED 12/17/80 (See block 11)		

THIS BLOCK APPLIES ONLY TO AMENDMENTS OF SOLICITATIONS

☐ The above numbered solicitation is amended as set forth in block 12. The hour and date specified for receipt of Offers ☐ is extended, ☐ is not extended.

Offerors must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation, or as amended, by one of the following methods:

(a) By signing and returning _____ copies of this amendment; (b) By acknowledging receipt of this amendment on each copy of the offer submitted; or (c) By separate letter or telegram which includes a reference to the solicitation and amendment numbers. FAILURE OF YOUR ACKNOWLEDGEMENT TO BE RECEIVED AT THE ISSUING OFFICE PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER. If, by virtue of this amendment you desire to change an offer already submitted, such change may be made by telegram or letter, provided such telegram or letter makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.

ACCOUNTING AND APPROPRIATION DATA (If required)

THIS BLOCK APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS

(a) ☒ This Change Order is issued pursuant to The FAA of 1961, as amended, and Executive Order 11223

The Changes set forth in block 12 are made to the above numbered contract/order.

(b) ☒ The above numbered contract/order is modified to reflect the administrative changes (such as changes in paying office, appropriation data, etc.) set forth in block 12.

(c) ☐ This Supplemental Agreement is entered into pursuant to authority of _____

It modifies the above numbered contract as set forth in block 12.

12. DESCRIPTION OF AMENDMENT/MODIFICATION

- a) - Delete in the face sheet the amount of US\$202,000.00 and insert the new amount of US\$402,656.00.
- b) - Article III - Estimated Cost
In paragraph "B." delete the amount of US\$202,000.00 and "..... through July 1, 1981." and insert the new amount of US\$402,656.00 and "..... through December 31, 1982."
- c) - In Appendix A - Budget
In the last paragraph, sixth line delete the amount of US\$202,000.00 and insert the new amount of US\$402,656.00.
- d) - Article X - Payment Provision
Paragraph "A. 1." - Delete the amount of US\$202,000.00 and insert the new amount of US\$402,656.00.

Except as provided herein, all terms and conditions of the document referenced in block 8, as heretofore changed, remain unchanged and in full force and effect.

☐ CONTRACTOR/OFFEROR IS NOT REQUIRED TO SIGN THIS DOCUMENT

☒ CONTRACTOR/OFFEROR IS REQUIRED TO SIGN THIS DOCUMENT AND RETURN 5 COPIES TO ISSUING OFFICE

14. NAME OF CONTRACTOR/OFFEROR The Latin American Scholarship Program of American Universities <i>Barry R. Schuman</i>		17. UNITED STATES OF AMERICA BY <i>Gerald R. Wein</i> (Signature of Contracting Officer)	
15. NAME AND TITLE OF SIGNER (Type or print) Barry R. Schuman Executive Director	16. DATE SIGNED 9/8/81	18. NAME OF CONTRACTING OFFICER (Type or print) Gerald R. Wein Acting Director	19. DATE SIGNED 9/8/81

AMENDMENT OF SOLICITATION/MODIFICATION OF CONTRACT

PAGE 1 OF 1

1. AMENDMENT/MODIFICATION NO. 524-0194-C-00-1002-02	2. EFFECTIVE DATE 8/26/81	3. REQUISITION/PURCHASE REQUEST NO. NA	4. PROJECT NO. (If applicable) 524-0194
5. ISSUED BY CODE USAID/Nicaragua American Embassy Managua, Nicaragua	6. ADMINISTERED BY (If other than block 5) CODE USAID/Nicaragua		
7. CONTRACTOR NAME AND ADDRESS CODE FACILITY CODE (Street, city, county, state, and ZIP Code) The Latin American Scholarship Program of American Universities (LASPAU) 25 Mount Auburn St. Cambridge, Mass.	8. AMENDMENT OF SOLICITATION NO. DATED (See block 9) MODIFICATION OF CONTRACT/ORDER NO. 524-0194-C-00-1002 DATED 12/17/80 (See block 11)		

9. THIS BLOCK APPLIES ONLY TO AMENDMENTS OF SOLICITATIONS

☐ The above numbered solicitation is amended as set forth in block 12. The hour and date specified for receipt of Offers ☐ is extended, ☐ is not extended.

Offerors must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation, or as amended, by one of the following methods:

(a) By signing and returning _____ copies of this amendment; (b) By acknowledging receipt of this amendment on each copy of the offer submitted; or (c) By separate letter or telegram which includes a reference to the solicitation and amendment numbers. FAILURE OF YOUR ACKNOWLEDGEMENT TO BE RECEIVED AT THE ISSUING OFFICE PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER. If, by virtue of this amendment you desire to change an offer already submitted, such change may be made by telegram or letter, provided such telegram or letter makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.

10. ACCOUNTING AND APPROPRIATION DATA (If required)

11. THIS BLOCK APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS

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In paragraph "B." delete the amount of US\$202,000.00 and "..... through July 1, 1981 and insert the new amount of US\$402,656.00 and "..... through December 31, 1982."
- c) - In Appendix A - Budget
In the last paragraph, sixth line delete the amount of US\$202,000.00 and insert the new amount of US\$402,656.00.
- d) - Article X - Payment Provision
Paragraph "A. 1." - Delete the amount of US\$202,000.00 and insert the new amount of US\$402,656.00.

Except as provided herein, all terms and conditions of the document referenced in block 8, as heretofore changed, remain unchanged and in full force and effect.

13. ☐ CONTRACTOR/OFFEROR IS NOT REQUIRED TO SIGN THIS DOCUMENT ☒ CONTRACTOR/OFFEROR IS REQUIRED TO SIGN THIS DOCUMENT AND RETURN 5 COPIES TO ISSUING OFFICE	14. NAME OF CONTRACTOR/OFFEROR <u>The Latin American Scholarship Program of American Universities</u>			17. UNITED STATES OF AMERICA BY <u>Gerald R. Wein</u> (Signature of Contracting Officer)	
15. NAME AND TITLE OF SIGNER (Type or print) Barry R. Schuman Executive Director	16. DATE SIGNED 9/8/81	18. NAME OF CONTRACTING OFFICER (Type or print) Gerald R. Wein Acting Director	19. DATE SIGNED 9/8/81		

5 Mount Auburn Street
Cambridge, Massachusetts 02138
Telephone: 617 495-5255
able: LASPAU

November 20, 1980.

Affiliated with Harvard University



Mr. Lawrence E. Harrison, Director
United States Agency for International
Development
American Embassy
Managua, Nicaragua

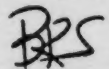
Dear Larry:

Enclosed is the amended contract for the AID/LASPAU Visiting Professor Project. We have discussed the changes with Stan Nevin and Eric Zallman. We anticipate that Fay will work out final details of the Universities' responsibilities in the project during her trip to Managua in December. If there are any other matters, such as authorizations for the Letter of Credit, please be in touch with us in Cambridge before December 8th so Fay can be prepared to handle them.

Because of time constraints, we are anticipating your signature and approval of this contract and are moving ahead on the set-up for recruitment.

We hope things continue to go well in Managua.

Sincerely,


Barry Schuman
Executive Director

BS/mh

cc: Stanley R. Nevin, USAID/Panamá
Eric Zallman, USAID/Nicaragua

BEST COPY AVAILABLE

COST REIMBURSEMENT TYPE CONTRACT

AGENCY FOR INTERNATIONAL DEVELOPMENT

CONTRACT TYPE Cost Reimbursement

NEGOTIATED CONTRACT NO. 524-0194-C-00-1002-00

NEGOTIATED PURSUANT TO THE FOREIGN ASSISTANCE

AMOUNT

ACT OF 1961, AS AMENDED, AND EXECUTIVE ORDER 11223

\$202,000.00

CONTRACT FOR:

Project No. 524-0194

HIGHER EDUCATION DEVELOPMENT

ISSUING OFFICE (Name and Address)

USAID/NICARAGUA
APO MIAMI, FLA.

CONTRACTOR (Name and Address)

LASPAU

NAME

25 Mount Auburn St.

STREET ADDRESS

Cambridge, Mass.

CITY, STATE AND ZIP CODE 02138

ADMINISTRATION BY

USAID/NICARAGUA

COGNIZANT SCIENTIFIC/TECHNICAL OFFICE

USAID/Nicaragua

MAIL VOUCHERS (Original & 3 copies)

TO: Controller

USAID/Nicaragua

ACCOUNTING AND APPROPRIATION DATA

PIO/T NO.

APPROPRIATION NO.

ALLOTMENT NO.

EFFECTIVE DATE See Article II

ESTIMATED COMPLETION DATE 12/31/1982

TYPES OF BUSINESS (CHECK APPROPRIATE BOX(ES))

☐	SOLE PROPRIETORSHIP	☐	SMALL BUSINESS
☐	PARTNERSHIP	☐	LABOR SURPLUS AREA
☐	JOINT VENTURE		
☒	CORPORATION, INCORPORATED IN THE STATE OF MASSACHUSETTS		

The United States of America, hereinafter called the Government, represented by the Contracting Officer executing this contract, and the Contractor agree that the Contractor shall perform all the services set forth in the attached Schedule, for the consideration stated therein. The rights and obligations of the parties to this contract shall be subject to and governed by the Schedule and the General Provisions. To the extent of any inconsistency between the Schedule or the General Provisions and any specifications or other provisions which are made a part of this contract, by reference or otherwise, the Schedule and the General Provisions shall control. To the extent of any inconsistency between the Schedule and the General Provisions, the Schedule shall control.

This Contract consists of this Cover Page, the Schedule of 29 Pages, including the Table of Contents and the General Provisions ~~Memorandum to the Contracting Officer~~ see table of contents.

NAME OF CONTRACTOR

The Latin American Scholarship Program
of American Universities (LASPAU)

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL
DEVELOPMENT

BY (Signature of authorized individual)

Barry R. Schuman

BY (Signature of Contracting Officer)

Richard E. Harrison

TYPED OR PRINTED NAME

Barry R. Schuman

TYPED OR PRINTED NAME

LAWRENCE E. HARRISON, DIRECTOR, USAID/NIC.

TITLE

Executive Director

CONTRACTING OFFICER

DATE

November 20, 1980

DATE

December 17, 1980

SCHEDULE

COST REIMBURSEMENT TYPE CONTRACT

TABLE OF CONTENTS

SCHEDULE

ARTICLE I	Statement of Work
ARTICLE II	Period of Contract
ARTICLE III	Estimated Cost
ARTICLE IV	Allowable Cost and Method of Payment
ARTICLE V	Logistic Support
ARTICLE VI	Establishment of Overhead Rates
ARTICLE VII	Personnel Compensation
ARTICLE VIII	General Understanding on Costs and Other Matters
ARTICLE IX	Reports
ARTICLE X	Payment Provisions
ARTICLE XI	Alteration in Contract
APPENDIX A	Budget

GENERAL PROVISIONS

The General Provisions applicable to this contract consist of form AID 1420-41C entitled "General Provisions - Cost Reimbursement Type Contract," dated 7/1/76, which includes provisions 1 through 43; and form AID 1420-41D entitled "Additional General Provisions - Cost Reimbursement Type Contract," dated 7/1/76, which includes provisions 1 through 15.

SCHEDULE

ARTICLE I

Statement of Work

A. BACKGROUND

1. Because the human resource development task over the next decade will be so enormous, the universities in Nicaragua face the challenge of responding on three important fronts: (1) by opening the universities to increasing number of Nicaraguan citizens, (2) by providing instruction relevant to urgent reconstruction and economic/social development needs, and (3) by supplying high-level technical advice and assistance to the new government, as required for diagnosis of needs, planning, monitoring, and evaluation of social programs and development projects.

2. Nicaragua has two major universities: the National Autonomous University of Nicaragua (UNAN) and the Central American University (UCA). The main UNAN campus is in Managua, with smaller branches in Leon, Estelí, Puerto Cabezas, and Bluefields. It is a public university with a current enrollment in excess of 20,000 students and it offers degrees in the following areas: medicine, legal and social sciences, pharmacy and chemical sciences, dentistry, physical and mathematical sciences, civil engineering, business management, journalism, literature, and education.

3. The Central American University (UCA) is a private Jesuit institution which was founded in 1960. UCA is located in Managua, and in 1979 had an enrollment of 2,664 students in its regular programs in the following fields: agriculture, sciences, engineering, law, business administration and accounting, humanities, and the sciences. By October 1980, its enrollment increased to 4,750, forcing it to utilize 15 additional classrooms in a nearby secondary school. Students are admitted on a non-sectarian basis. Despite receiving considerable financial support from

the government, it largely has served students from higher socio-economic groups. Tuition is approximately US\$320 per year.

4. A significant number of university professors in Nicaragua are no longer teaching; many former professors are working in public sector institutions assisting in the national reconstruction effort. Given the shortage of university professors, the government is considering various means for making up the deficit of university teachers. These include:

- (a) detailing professionals from other sectors for part-time teaching;
- (b) receiving faculty from universities outside Nicaragua to teach as well as train Nicaraguan professors;
- (c) using some of the best advanced students as teachers for lower-level courses; and
- (d) training Nicaraguan professors abroad.

5. AID and the UNAN and UCA have entered into an agreement whereby AID will finance the costs of bringing qualified United States professors to Nicaragua to work with UNAN and UCA as more fully described below.

B. PURPOSE AND OBJECTIVE

1. The general purpose of this contract is to increase the supply of skilled technical expertise available for national development by improving the quality and relevance of university education. The specific objective of this contract is to contribute to the teaching, research, extension, and evaluation capabilities of the two universities by recruiting and supporting up to ten U.S. professors in high priority areas.
2. Five professors will be assigned to the UNAN, and five to the UCA. The universities are requesting individuals in the following fields:

UNAN -- one each in Chemistry, Biology and Mathematics;
two in Physics

UCA -- one each in Evaluation and Development Research,
Computer Sciences, Natural Resources, Forestry and
Nutrition

3. In addition to teaching responsibilities, the professors may assist in the supervision of student thesis preparation. Those assigned to the UCA may also participate in some or all of the following activities:

(a) research, (b) university extension programs, and (c) training of faculty personnel. Additionally, one of the professors selected for expertise in evaluation may assist the university to establish an internal evaluation system.

4. The Contractor will endeavor to recruit individuals fluent in Spanish with some and preferably all of the following credentials and characteristics:

- (a) previous professional or education experience abroad (preferably in Latin America)
- (b) technical competence in one or more of the fields of study
- (c) relevant teaching experience
- (d) a flexible, collaborative approach as teacher and colleague, and an ability to adjust to local conditions

5. The university community is in a period of transition and the environment is highly politicized. Enrollments are expanding and classes will be large; laboratories are generally poorly equipped and library books are in short supply. Given this setting, it is important that individuals be able to handle a somewhat frustrating environment. It is possible that the professors will be asked to teach courses in areas which may vary from those originally chosen. Those selected must be open-minded, flexible,

and willing to make special efforts to work with students, Nicaraguan faculty and administrators, and community people.

C. CONTRACTOR'S RESPONSIBILITIES

1. Recruitment and Selection Phase

During the recruitment and selection phases of the Contract, LASFAU will assume primary responsibility for the recruitment, screening and pre-selection of teaching professionals. These will include the following tasks:

- recruitment network research and development
- preparation and dissemination of promotional materials, project description, applications for employment
- pre-screening of applicants
- final interviews
- pre-departure orientation

2. Recruitment Method

(a) The recruitment shall be carried out through a multifaceted promotional campaign based on the candidate profile and the job descriptions specified by the Nicaraguan universities. The following sources will be utilized:

- (1) LASPAU's network of U.S. university contacts in fields of study, through a personalized letter campaign to seek out qualified academics who are willing to accept the challenges and special circumstances in which they would carry out their teaching assignments.
- (2) Professional associations and their data banks of available professionals in all of the fields of study requested.

- (3) Regional and national associations of U.S. universities and junior colleges.
 - (4) Individuals in Academia with special interest in Central America.
 - (5) Organizations which emphasize technical service and work in the volunteer mode, e.g., Data Bank of ex-Peace Corps volunteers, Volunteers in Technical Assistance (VITA).
 - (6) Publications to reach a wide audience, including: Chronicle of Higher Education; "Hotline" (newsletter to ex-Peace Corps volunteers); Science magazine; journals in the fields requested; major dailies (Sunday editions) -- N. Y. Times, L.A. Times, Chicago, Miami, Phoenix, Albuquerque dailies.
- (b) Direct-mail contacts will utilize a packet which will include a cover letter describing conditions and objectives of the project, the complete set of job descriptions, and background information on the participating Nicaraguan institutions. These contacts will be asked to promote the program with candidates who will contact LASPAU for the complete application form.
- (c) Recruitment network research and initial contacts will continue to be developed after the initial dissemination of project promotion materials and advertising. Response to the initial promotion will be carefully monitored, and, if necessary, subsequent advertising and direct-mail efforts will be undertaken. Applicants indicating a willingness to begin assignments in March of 1981 will be screened and evaluated immediately and the dossiers sent to the appropriate university official for review.
- (d) The LASPAU project team will screen applications as they are re-

ceived, during December and January. The deadline for receipt of applications and references will be January 31, 1981. Promising applications will be referred to specialists in the fields of study for review and references will be carefully checked.

- (e) In mid-February a final pool of candidates will be pre-selected and their dossiers sent to Nicaraguan university officials for review. If the quality of the applicants permits, three candidates will be referred for each teaching position. The final candidates (approximately 30) will be invited to Cambridge in early March for interviews with two representatives from each Nicaraguan university. LASPAU project team members and consultants will also participate in the interviews but the universities will make final (and alternate) selections. Travel and per diem expenses for the University representatives, the consultants, and the candidates will be funded from the Contract, as will honorarium expenses for consultants.

3. Orientation, Monitoring and Evaluation

- (a) LASPAU will arrange a pre-departure orientation for all participants. It will be designed to provide the participants with pertinent information concerning their assignments in Nicaragua, along with materials describing their salaries, allowances and benefits packages, visa and customs procedures. LASPAU staff, consultants and representatives from UNAN and UCA will participate. Travel and per diem expenses for the University representatives, the consultants, and the candidates will be funded from the Contract, as will honorarium expenses for consultants.
- (b) While on assignment, as employees of the University, each profes-

sor will receive from the University, a monthly salary equal to the highest salary paid by the University to any professor (at the present time, this amounts to \$900 or 9,000 córdobas per month).

(c) He/she will be hired for a period of up to 12 months. In addition to the monthly salary, all participants will be entitled to receive the following allowances, to be administered by LASPAU, prior to their departure to, while in, or after their return from, Nicaragua:

- 1) temporary lodging and transfer allowances
- 2) insurance (medical and Workmen's Compensation)
- 3) round-trip air fare
- 4) medical examination prior to departure and after completion of service
- 5) shipping and storage of personal effects and automobiles
- 6) purchase and shipment of teaching materials
- 7) return allowance

(d) After the first semester of teaching, the universities will review the performance of each professor; the LASPAU Project Coordinator will visit Managua to review with the universities and USAID/ Nicaragua the progress of the project as a whole. At the end of the project the professors will prepare reports on their assignments, and LASPAU and the universities will conduct an assessment of the project.

ARTICLE II

Period of Performance

The effective date of this Contract is the latest date of signature on the Cover Page and the estimated completion date is December 31, 1982.

ARTICLE III

Estimated Cost

- A. The total estimated cost of this Contract is \$402,656.00. There is no fee or profit to be paid under this Contract. The budget for this estimated amount is made part of this Contract as Appendix A.
- B. Notwithstanding the estimated amount shown above, the parties to this Contract acknowledge that only funds in the amount of \$202,000.00 are available for reimbursement of allowable costs incurred under this Contract. It is estimated that this amount will be sufficient to pay for allowable costs incurred through July 1, 1981. The responsibilities of the parties to this Contract with regards to providing additional funds for this Contract shall be governed by the terms of the General Provision entitled "Limitation of Funds."

ARTICLE IV

Allowable Cost and Method of Payment

A. ALLOWABLE COST

The United States dollar costs allowable under the Contract shall be limited to reasonable, allocable, and necessary costs determined in accordance with the Clause of the General Provisions of this Contract entitled "Allowable Cost, Fixed Fee, and Payment."

B. METHOD OF PAYMENT

The Contractor shall receive payment through a Federal Reserve Letter of Credit (FRLC) pursuant to the provisions of ARTICLE X.

ARTICLE V

Logistic Support

A. The universities have agreed to provide the following logistic support for each of the professors providing services pursuant to the terms of this Contract:

1. Terrestrial or air transportation within Nicaragua for official travel purposes.
2. Living quarters with appropriate furniture and appliances to the same standards as such quarters and associated material is provided to other visiting professors of the universities.
3. Utilities (except telephone) to the same extent that utilities are paid for other visiting university professors.
4. Obtain for the professors, or actively assist the professors to obtain:
 - (a) long-term official visas and work permits
 - (b) driver's license
 - (c) duty-free entry of personal vehicles and effects
 - (d) authority to dispose of such personal vehicles and effects in Nicaragua under the same provision as would apply to an AID employee under similar circumstances
 - (e) an allowance for food to the same extent that such allowance is provided and/or paid to other visiting professors of the University
5. The universities will pay salaries in local currency and they will arrange permission for the professors to reconvert a reasonable percentage of these salaries to dollars at the conclusion of the assignment.

B. In the event either University fails to provide such support in a timely manner, LASPAU agrees immediately to contact the USAID Mission. If the support does not become available after a reasonable length of time, USAID and LASPAU shall negotiate an equitable adjustment to this Contract.

ARTICLE VI

Establishment of Overhead
and Fringe Benefit Rates

Pursuant to the provisions of the Clause of the General Provisions of this Contract entitled, "Negotiated Overhead Rates," a rate or rates shall be established for the period beginning on the effective date of the Contract and ending on the estimated completion date of this Contract or on the date of agreement with AID/Washington, whichever is earlier, on a final overhead rate for the period. Pending establishment of final overhead rates for the initial period, provisional payment on account of allowable indirect costs shall be made on the basis of the following negotiated provisional rates applied to the base(s) which are set forth below:

Overhead	<u>35%</u>	Direct Salaries of LASPAU Employees	<u>see above</u>
(rate)		<u>plus Fringe Benefits</u>	(period)
		(base)	

Fringe benefits	<u>18.5%</u>	<u>Direct Salaries of LASPAU Employees</u>	<u>see above</u>
(rate)		(base)	(period)

ARTICLE VII

Personnel Compensation

A. LIMITATIONS

Compensation of personnel which is charged as a direct cost under this Contract, like other costs, will be reimbursable in accordance with the Schedule Article entitled "Allowable Cost and Method of Payment" and the General Provision entitled "Allowable Cost, Fixed Fee, and Payment" and other applicable provisions of this Contract but subject to the following additional specified understandings which set limits on items which otherwise would be reasonable, allocable, and allowable.

1. Approvals

Salaries and wages may not exceed the Contractor's established policy and practice, including the Contractor's established pay scale for equivalent classifications of employees, which will be certified to by the Contractor, nor may any individual salary or wage, without approval of the Contracting Officer, exceed the employee's current salary or wage or the highest rate of annual salary or wage received during any full year of the immediately preceding three years, provided that if the work is to be performed by employees serving overseas for a period in excess of one year, the normal base salary may be increased in accordance with Contractor's established policy and practice, but not to exceed 10 percent of base U.S. salary excluding benefits. There is a ceiling on reimbursable salaries and wages paid to a person employed directly under the contract of the maximum salary rate of FSR-1 (or the equivalent daily rate of the maximum FSR-1 salary, if compensation is not on an annual basis), unless advance written approval is given by the Contracting Officer.

2. Salaries During Travel

Salaries and wages paid while in travel status will not be reimbursed for a travel period greater than the time required for travel by the most direct and expeditious air route.

3. Return of Overseas Employees

Salaries and wages paid to an employee serving overseas who is discharged by the Contractor for misconduct or security reasons will in no event be reimbursed for a period which extends beyond the time required to return him promptly to his point of origin by the most expeditious air route plus accrued vacation leave.

4. Merit or Promotion Increase

Merit or promotion increases may not exceed those provided by the Contractor's established policy and practice. With respect to employees performing work overseas under this Contract, one merit or promotion increase of not more than 5% of the employee's base salary may, subject to the Contractor's established policy and practice, be granted after employee's completion of each 12-month period of satisfactory services under the contract. Merit or promotion increases exceeding these limitations or exceeding the maximum salary of FSR-1 may be granted only with the advance written approval of the Contracting Officer.

5. Consultants

Consultant services for a maximum number of 10 days will be reimbursed in connection with the services to be provided hereunder. No compensation for consultants will be reimbursed unless their use under the Contract has the advance written approval of the Contracting Officer; and if such provision has been made or approval given, compensation shall not exceed, without specific approval of the rate by the Contract-

ing Officer, (1) the current compensation or the highest rate of annual compensation received by the consultant during any full year of the immediately preceding three years of (2) maximum daily salary rate of a Foreign Service Officer Class 1, whichever is less.

Note: The daily rate of a Foreign Service Officer Class 1 is determined by dividing the annual salary by 260 days.

6. Third Country and Cooperating Country Nationals

No compensation for third country or Cooperating Country nationals will be reimbursed unless their use under the Contract is authorized in the Schedule or has the prior written approval of the Contracting Officer. Salaries and wages paid to such persons may not, without specific written approval of the Contracting Officer, exceed either: the Contractor's established policy and practice; or the level of salaries paid to equivalent personnel by the AID Mission in the Cooperating Country; or the prevailing rates in the Cooperating Country, as determined by AID, paid to personnel of equivalent technical competence.

7. Work Week

- (a) Nonoverseas Employee -- The work week for the Contractor's non-overseas employees shall not be less than the established practice of the Contractor.
- (b) Overseas Employee -- The work week for the Contractor's overseas employees shall not be less than 40 hours and shall be scheduled to coincide with the work week for those employees of the AID Mission and the Cooperating Country associated with the work of this Contract.

B. DEFINITIONS

As used herein, the terms "Salaries," "Wages," and "Compensation" mean the periodic remuneration received for professional or technical services rendered exclusive of overseas differential or other allowances associated with overseas service, unless otherwise stated. The term "compensation" includes payments for personal services (including fees and honoraria). It excludes earnings from sources other than the individual's professional or technical work, overhead or other charges.

(Note: Any additional Articles that are necessary should be added between Articles XI and XII.)

ARTICLE VIII

General Understandings on Costs
and Other Matters

A. The professors to be provided pursuant to the terms of this Contract will be employees of the universities. Notwithstanding this employment relationship, LASPAU shall be reimbursed for the following payments to the professors at the limits indicated.

1. At the completion of assignment in Nicaragua, each U.S. professor shall be entitled to a negotiated amount of up to \$1,000 for each month spent in Nicaragua, provided that the total amount of such payments made by Contractor to the professors shall not exceed \$60,000.
2. The cost of medical and life insurance for each professor shall not exceed \$350.00. In the event a spouse accompanies a U.S. professor to Nicaragua, the Contractor will be reimbursed an amount not to exceed \$290.00 for medical insurance for said spouse.
3. Each professor and accompanying spouse shall be entitled to a temporary quarters allowance in accordance with AID regulations applicable to Nicaragua.
4. Each U.S. professor shall be entitled to a payment of \$100.00 as a transfer allowance.
5. Not to exceed \$1,285.00 for purchase and air shipment of books and materials for each U.S. professor will be allowable. At the completion of the Contract, the books and materials shall remain at the universities.
6. Pre-departure and post-departure medical examinations for each pro-

fessor and spouse up to \$85.00 for each examination and up to \$15.00 for inoculations. The Contractor agrees to assure that each professor and accompanying spouse obtains a written opinion from a medical doctor that the professor and spouse are medically fit for work in Nicaragua.

7. Round-trip less than first class air fare for each professor and spouse from their residence in the United States. Travel costs for the spouse shall only be reimbursed provided the spouse agrees to remain in Nicaragua at least six (6) months.
 8. Shipping and storage in accordance with the following limits:
 - (a) 22 lbs. of excess baggage for each professor and spouse to and from Nicaragua.
 - (b) Unaccompanied air freight at not to exceed 250 lbs. for each professor and 200 lbs. for each spouse to and from Nicaragua.
 - (c) Storage of not more than 4,500 lbs. of household effects in the United States.
 - (d) No household effects will be shipped at Contract expense.
 - (e) Each professor is authorized to ship one (1) unboxed automobile to Nicaragua from the United States and return to the professor's point of departure in the United States. Should any U.S. professor drive his or her personal vehicle to Nicaragua, the Contractor shall be reimbursed at the rate of \$0.20 per mile for each mile driven from the professor's residence in the United States to Managua. In addition, AID shall make a fixed payment of \$400.00 for reimbursement of per diem expenses for each professor who drives to Managua.
- B. Notwithstanding that the professors are not LASPAU employees, the Contractor agrees to obtain Workman's Compensation insurance pursuant to General

Provision No. 11 of AID 1420-41D.

- C. Pursuant to Articles I. C. 3.(b), the universities shall pay each professor a salary equivalent to \$900.00 each month for up to 13 months. LASPAU agrees to provide the universities with sufficient funds, out of the monies available under this Contract which are governed by the terms of the General Provision^g entitled "Limitation of Funds", to make the salary payments in a timely manner. Prior to making any payment to the universities for this cost, LASPAU agrees to obtain the Mission's approval of the proposed plan for such disbursement.
- D. The Contractor shall be reimbursed in an amount not to exceed \$19,046.00 for expenses incurred prior to the effective date of this Contract provided such expenses would have been allowable had they been incurred after the effective date of the Contract.
- E. Due to the nature of the assignment, it is not feasible for children to accompany any U.S. professor to Nicaragua. Therefore, no transportation or related costs associated with children of such professors will be allowable under this Contract.
- F. The Contractor agrees to use its best efforts to secure U.S. professors ^{who} that are unmarried or agree to work under the Contract without bringing their spouses to Nicaragua.
- G. The parties agree that it is in the best interests of the project to ensure concurrence of the universities, LASPAU and AID regarding the professors selected. To that end, it is agreed that LASPAU will recruit and screen candidates and the universities will interview and make the final selection of U.S. professors to serve in Nicaragua. Only those finally selected individuals who are subsequently approved by USAID will be eligible for financing under this Contract.

H. LASPAU and the universities will share monitoring functions accordingly:

1. A LASPAU representative will visit Managua to confer with the universities and professors at least once after the first semester and again at the end of the academic year, to prepare a final report of the project in collaboration with the universities for USAID/Nicaragua.
2. The universities will provide LASPAU a monthly accounting of salaries paid. They will review the performance and conditions of the assignment with each professor after the first semester.
3. The universities, as employers, are solely responsible for any decision to retain or terminate an individual assignment. At the end of the academic year the universities will report to LASPAU on the performance of individual professors and the operation of the overall project.
4. After the effective date of this Contract, LASPAU and the universities will sign an agreement summarizing the mutual responsibilities of each outlined in this Contract.

I. LASPAU has been advised by the Internal Revenue Service that the U.S.

professors selected under this Contract will not be considered LASPAU's employees for tax purposes. As this is only an informal opinion, however, and could be challenged in the future, there exists a potential liability for Social Security taxes on the salaries and return allowances for the professors. As a result, USAID agrees to fund this potential liability should it become necessary (the 1981 FICA rate will be 6.65%). Both LASPAU and USAID agree that these funds will not be used for any other purpose.

ARTICLE IX

Reports

A. INFORMAL RECRUITING REPORTS

The Contractor agrees to keep the Mission and the universities informed by a monthly letter that describes the Contractor's activities in recruiting suitable candidates for the required positions. This letter should comment generally on the Contractor's success in finding interested candidates as well as a discussion of significant problems being encountered.

B. END OF SEMESTER REPORT

Within two (2) weeks after the Contractor has met with University officials, pursuant to ARTICLE VIII. H. 1. the Contractor shall prepare a report that describes in reasonable detail the activities of the professors. This report should detail the problems being encountered by the professors and the steps that the professors, the universities and the Contractor are taking to resolve them.

C. FINAL REPORT

The final report, which will be due not later than thirty (30) days after the completion of the Contract, should detail the recruiting and selection procedure and describe the accomplishments of the professors. Practical suggestions for improvement of the work of the Contract should be included in this report.

D. QUANTITY AND LANGUAGE OF REPORTS

The reports called herein should be prepared in six (6) copies: three (3) in Spanish and three (3) in English.

ARTICLE X

Payment Provisions

A. Paragraph No. 9(b) of General Provision AID Form 1420-41C is deleted and the following General Provision entitled Federal Reserve Letter of Credit For Advance Payment is substituted therefor:

"FEDERAL RESERVE LETTER OF CREDIT FOR ADVANCE PAYMENT (April 1975)"

1. AID shall open a Federal Reserve Letter of Credit in favor of the Contractor in the amount of \$202,000.00 available for obligation under this Contract against which the Contractor may present payment voucher. The amount drawn by the Contractor shall be limited to the minimum amounts needed and shall be timed to be in accord only with actual immediate cash requirements of the Contractor. The amount of the payment voucher shall not be in an amount less than \$5,000.00

(b) In no event shall the accumulated total of all such payment vouchers exceed the amount of the Federal Reserve Letter of Credit.

(c) If at any time, the contracting officer determines the Contractor has presented payment vouchers in excess of the amount or amounts allowable in paragraphs (a) and (b) of this section, the contracting officer may: (1) Cause the Federal Reserve Letter of Credit to be suspended or revoked; or (2) direct the Contractor to withhold submission of payment vouchers until such time as, in the judgment of the contracting officer, an appropriate level of actual, necessary and allowable expenditures has occurred or will occur under this contract; and/or (3) request the Contractor to repay to AID the amount of such excess. Upon receipt of the contracting officer's request for repayment of excess advance payments, the Contractor shall promptly comply with such request.

(d) Procedure for contractor. (1) After arranging with a commercial bank of its choice for operation under this arrangement and obtaining the name and address of the Federal Reserve Bank or branch serving the commercial bank, the Contractor shall deliver three originals of Standard Form 1194, "Authorized Signature Card for Payment Vouchers on Letters of Credit" signed by those official(s) authorized to sign payment vouchers against the Federal Reserve Letter of Credit and by an official of the institution who has authorized them to sign.

(2) Upon execution of the contract, the Contractor shall receive one certified copy of the Federal Reserve Letter of Credit.

(3) The Contractor shall confirm with his commercial bank that the Federal Reserve Letter of Credit has

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been opened and is available if funds are needed.

(4) To receive payment, the Contractor shall:

(i) Periodically, although normally not during the last five days of the month, prepare payment vouchers (Form TUS 5401) in an original and three copies.

(ii) Have the original and two copies of the voucher signed by the authorized official(s) whose signature(s) appear on the Standard Form 1194.

(iii) Present the original, duplicate, and triplicate copy of the Form TUS 5401 to his commercial bank.

(iv) Retain the quadruplicate copy of the voucher.

(5) Each drawdown should be initiated at approximately the same time that checks are issued by the organization in payment of program liabilities including those for allowable indirect costs, and in an amount approximately equal to the Federal share of such payments. Therefore, there is no necessity for the recipient organization to maintain balances of Federal cash other than the small balance necessary to provide for an element of bank float.

(6) A report of expenditures is prepared and submitted to the Office of Financial Management, within thirty days of disbursement. This report, submitted on Standard Form 1034 "Public Voucher for Purchases and Services Other Than Personal", and supported by certifications, listing of withdrawals, and documentation as required, itemizes expenditures made, identifying funds expended by line item of the approved budget and/or category supporting the agreement.

(7) The report of expenditures on Standard Form 1034 is reviewed against the contract provisions, and any disbursement improper under the contract is disallowed. The Contractor is notified of the reason for the disallowance and is directed to adjust the next periodic report of expenditures to reflect the disallowance and to reduce its next payment voucher against the Federal Reserve Letter of Credit by the amount of the disallowance.

(8) Simultaneously with the submission of the report of expenditures, the

Contractor submits to the Controller a status report on the Federal Reserve Letter of Credit as of the close of the period covered by the report of expenditures. The report is prepared in the following format:

STATUS OF FUNDING REPORT

FEDERAL RESERVE LETTER OF CREDIT (FRLC)
No. _____

Period from _____ through _____

A. Letter of Credit Position:

1. Current amount of FRLC (including amendments) through reporting period _____ \$ _____
2. Payment Vouchers on Letter of Credit presented (Form TUS-5401):
 - a. Credited prior to reporting period _____
 - b. Credited during reporting period via TUS-5401 Voucher Nos. _____ through _____ inclusive _____
 - c. Presented but not credited during report via TUS-5401's numbered _____ through _____ inclusive _____
3. Total of all Payment Vouchers against FRLC credited or presented _____
4. Balance of FRLC not drawn or requested this reporting period _____

B. Cash Position:

1. Cash on hand at beginning of period _____
2. Plus: cash drawn during period _____
3. Plus: refunds, rebates or other amounts received, to the extent allocable to disbursements charged against this FRLC _____
4. Total cash available (sum of 1, 2, and 3) _____
5. Less: disbursements during period _____
6. Balance of cash on hand at close of reporting period _____
7. Estimated number of days requirements covered by balance on hand (Item 6 above) Days: _____
8. Advances to subcontractors \$ _____ (included in 1, 6 above).

(c) (Reserved)

(f) Refund of excess funds. (1) If all costs have been settled under the contract and the Contractor fails to comply with the contracting officer's request for repayment of excess Federal Reserve Letter of Credit funds, the Government shall have the right, on other contracts held with the Contractor, to withhold payment of Federal Reserve Letter of Credit or other advances and/or withhold reimbursements due the Contractor in the

amount of the excess being held by the Contractor.

(2) If the Contractor is still holding excess Federal Reserve Letter of Credit funds on a contract under which the work has been completed or terminated but all costs have not been settled, the Contractor agrees to:

(i) Provided within 30 days after requested to do so by the contracting officer, a breakdown of the dollar amounts which have not been settled between the Government and the Contractor. (The contracting officer will assume no costs are in dispute if the Contractor fails to reply within 30 days.);

(ii) Upon written request of the contracting officer, return to the Government the sum of dollars, if any, which represents the difference between (a) the Contractor's maximum position on claimed costs which have not been reimbursed and (b) the total amount of unexpended funds which have been advanced under the contract; and

(iii) If the Contractor fails to comply with the contracting officer's request for repayment of excess Federal Reserve Letter of Credit funds, the Government shall have the right, on other contracts held with the Contractor, to withhold payment of Federal Reserve Letter of Credit or other advances and/or withhold reimbursements due the Contractor in the amount of the excess being held by the Contractor.

(41 FR 39329, Sept. 15, 1976, as amended at 43 FR 24240, June 6, 1978)

ARTICLE XI

- A. The attached document entitled "Attachment to AID 1420-41, Cost Reimbursement Contract, September 1979" is hereby made a part of this Contract.
- B. General Provision No. 26, entitled "Dispute (December 1970)" is deleted in its entirety. Paragraph A. 5. of the Attachment to AID 1420-41 is deleted in its entirety. In lieu thereof, substitute General Provision No. 26 entitled "Disputes (FPR Temp. Reg. 55) (May 1980)" which is attached to the General Provisions of this Contract.
- C. General Provision No. 29 entitled "Patent Rights" is deleted in its entirety. Paragraph A. 6. of the Attachment to AID 1420-41 is also deleted in its entirety.
- D. Until such time as this Contract is amended to increase the amount of obligated funds to the total estimated cost of the Contract, Paragraph No. 8 of General Provisions AID 1420-41C (7/1/76) is deleted and the attached General Provision entitled "Limitation of Funds" is substituted therefor.

APPENDIX A

Contract 524-0194-C-00-1002-00

BUDGET

<u>Line Item</u>	<u>Contract Amount</u>	<u>Total Cost</u>
1. Pre-Contract Expenses	\$ 19,046.00	\$ 19,046.00
2. Contractor Personnel (including fringe benefits)	" 20,000.00	" 34,078.00
3. Travel and Transportation	" 34,485.00	" 34,485.00
4. Other Direct Costs	" 3,673.00	" 3,673.00
5. Indirect Expenses	" 7,000.00	" 11,328.00
6. Participant Costs (including costs associated with participants' spouses but excluding any return allowance)	"117,296.00*	" 227,675.00
7. Participant's Return Allowance	" -0-	" 60,000.00
8. Provision for Social Security taxes	" -0-	" 11,771.00
	<u>\$202,000.00</u>	<u>\$ 402,656.00</u>
	=====	=====
Total Estimated Cost	\$202,000.00	\$ 402,656.00

The Contractor may not exceed line items 1, 2, and 7 without prior approval of the Contracting Officer. Other line items may be increased as required without approval from the Contracting Officer provided the total estimated cost is not exceeded. Notwithstanding the above statement, the Contractor understands that only funds in the amount of \$202,000.00 are presently available for reimbursement of Contract expenses.

*Includes \$113,900 of non-salary and salary related costs. These costs were included in items F.1. c, d, e, f, h, i, and j and F.2. of LASPAU Proposal to USAID/Nicaragua dated September 22, 1980. The amounts are those agreed to pursuant to negotiations between RCO and LASPAU. The remainder of \$3896 is attributable to compensation for the teaching professionals.

Mount Auburn Street
Cambridge, Massachusetts 02138
telephone: 617 495-5255
cable: LASPAU

APPENDIX IV

December 3, 1980

Associated with Harvard University



LASPAU has undertaken a project to recruit U.S. academics to teach in Nicaraguan universities, and seeks your assistance in identifying qualified individuals to fill these assignments.

The rapidly increasing enrollments at the Universidad Nacional Autonoma de Nicaragua and the Universidad Centroamericana, the two major institutions of higher education in Nicaragua, have created a critical shortage of professors. The universities, through a program funded by USAID/Nicaragua, have asked LASPAU to locate individuals who would be willing to serve as visiting instructors in Nicaragua on a one-year renewable basis. There is an urgent need for university instructors in the following fields:

Aquaculture & Fisheries	Ecology
Biology	Education Evaluation & Research
Chemistry	Forestry
Chemical Engineering	Hydrology
Computer Sciences	Mathematics
Nutrition	

Qualifications for the assignments include:

- o U.S. citizenship
- o master's degree in the field of instruction
- o teaching experience
- o the ability to adjust to local conditions

Enclosed are general and specific announcements which we ask that you share with your associates, particularly those with a special interest in either Central America or the fields of study listed above. If you are aware of any particularly well-qualified individuals, please do not hesitate to bring our project to their attention and encourage them to apply.

Thank you for your cooperation.

Sincerely,

Fay Henderson Franklin
Fay Henderson Franklin
Coordinator, Nicaragua
Project

Enclosures

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a project funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these institutions beginning in March or July 1981, on a one-year renewable basis. This effort responds to a critical shortage of teachers resulting from open enrollment policies in Nicaragua's universities.

Instructors are needed in the following fields:

AQUACULTURE & FISHERIES	EDUCATIONAL EVALUATION
BIOLOGY	& RESEARCH
CHEMISTRY	FORESTRY
CHEMICAL ENGINEERING	HYDROLOGY
COMPUTER SCIENCES	MATHEMATICS
ECOLOGY	NUTRITION

Requirements: Master's degree in field; relevant teaching experience; ability to teach in Spanish

Teaching Load: 12-18 hours per week (average)

Compensation: Monthly salary of \$900, plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

FOR FURTHER INFORMATION AND AN APPLICATION FORM, CONTACT:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn Street
Cambridge, MA 02138

(Please specify the field for which you are applying)

DEADLINE FOR RECEIPT OF COMPLETED APPLICATIONS: JANUARY 31, 1981

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

AQUACULTURE & FISHERIES INSTRUCTOR

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Aquaculture & Fisheries instructor at the Universidad Centroamericana (UCA) - Managua campus

Requirements: Master's degree in Aquaculture/Fisheries; relevant teaching experience; ability to teach in Spanish

Course Level: 4th and 5th year students in Ecology and Natural Resources

Teaching Load: 3 courses per semester (average 15-18 hours per week); 9 hours classroom, 5 hours lab work, plus field trips.

Additional Duties: Thesis supervision (about 5 students per semester)

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: Aquaculture I - Study of the physical-chemical characteristics of marine environments; natural and artificial nurseries: oysters, algae, shrimp, lobster, crabs, and other edible species. No lab equipment available; basic text: E. S. Iverser, Cultivos Marinos: Peces, Moluscos y Crustáceos (Editorial Acribia, España)

Aquaculture II - Topographic and geographical characteristics of pools; biological and economic aspects of production; nurseries: "guapote" fish, salmon; Nicaraguan aquaculture. No lab equipment available; basic text: E. S. Iverser, Cultivos Marinos: Peces, Moluscos y Crustáceos (Editorial Acribia, España)

Aquatic Ecology - Fresh water biota; habitats; planktons, benthos, prokaryotes, eukaryotes. No lab equipment available; no text.

Basic Marine Ecology I - Oceanic dimensions, forms and sediments; marine water: physical and chemical properties; characteristic distribution of ocean waters; water, salt and temperature balance; working methodology and instruments; water mass and ocean flow; coastal oceanography: waves and beaches. No lab equipment available; basic texts: G. L. Pikard, Descriptive Physical Oceanography (Pergamon Press); Willard Bascon, Waves and Beaches (Doubleday Anchor Co.)

AQUACULTURE & FISHERIES INSTRUCTOR
Job Description - p. 2

Basic Marine Ecology II - Marine biota and aquatic habitat; marine plankton, benthos; life in rocky and sandy beaches; mangroves and estuaries.

No lab equipment available; no basic text.

Fisheries I - Definition of; classification; conservation and need for food; aquatic resources biology; analysis of exploited populations: stock and migration, availability and selectivity, growth reproductive models; fisheries and their methods; how to handle fishery resources: economic problems, conflict with other water potential, special problems in fisheries development. No lab equipment available; no basic text.

Fisheries II - Fishery characteristics; fishing apparatus; ichthyological population identification; dynamic parameters of fishing schools: age and growth, school size estimation, labeling, abundance-limiting factors; pollution; habitat improvement; future ocean exploitation; control of undesirable species; regulation and its effects.

No lab equipment available; no basic text.

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn Street
Cambridge, MA 02138
(617) 495-5255

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

BIOLOGY INSTRUCTOR

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autonoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Biology instructor at the Universidad Nacional Autonoma de Nicaragua (UNAN) - Managua campus

Requirements: Master's degree in Biology; relevant teaching experience; ability to teach in Spanish

Course Level: 1st and 4th year Biology

Teaching Load: 15-18 hours per week

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: General Biology
(Probable)

Cell Biology & Genetics

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn St.
Cambridge, MA 02138
(617) 495-5255

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

CHEMISTRY INSTRUCTOR

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autonoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Chemistry instructor at the Universidad Nacional Autonoma de Nicaragua (UNAN) - Managua campus

Requirements: Master's degree in Chemistry; relevant teaching experience; ability to teach in Spanish

Course Level: Physical Chemistry and General Chemistry for 3rd year students in Chemistry

Teaching Load: 12-14 hours per week

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: Physical Chemistry - 1st, 2nd and 3rd Laws of Thermodynamics; Thermochemistry; Chemical Equilibrium; Chemical Kinetics; Photochemistry; Surface Phenomena (Probable)

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn St.
Cambridge, MA 02138
(617) 495-5255

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

CHEMICAL ENGINEERING INSTRUCTOR

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Chemical Engineering instructor at the Universidad Centroamericana (UCA) - Managua campus

Requirements: Master's degree in Chemical Engineering; relevant teaching experience; ability to teach in Spanish

Course Level: 4th year students

Teaching Load: 2 courses per semester (average 10-15 hours per week); 10 hours classroom, 5 hours lab work. Lab equipment unavailable; basic texts: Moffatt, William H. & Pfell, George W., Estructuras; Seybold, Dr. A. O., & Burke, Dr. H. A., Técnicas de Metalurgia Experimental; Douglas, J. M., Procesos Dinámicos de Control.

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: Properties of Materials - Atomic structure; crystal structure; (Probable) phase diagrams; techniques of experimental metallurgy; flotation fundamentals; corrosion; steel and iron.

Process Control - Fundamentals of automatic control:

- 1) process measurement
- 2) measurement of physical properties
- 3) chemical analysis in the process industry
- 4) indicating instruments
- 5) automatic control
- 6) final control elements
- 7) control operations applied to unit operations, telemetry, and signal transmission
- 8) computer control
- 9) systems analysis and control

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn St.
Cambridge, MA 02138
(617) 495-5255

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

EDUCATION EVALUATION & DEVELOPMENT RESEARCH

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Consultant in Education Evaluation & Development at the Universidad Centroamericana (UCA) - Managua campus

Requirements: Ph.D. in Education, Educational Psychology, or related field, with specialization in Evaluation; at least 5 years of experience in the field.

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Description of Duties: Will be assigned to work with four UCA professors in establishing an evaluation capability within the University. This will consist of the designing and implementation of the system, including evaluation of faculty and University performance. (Students presently use a brief questionnaire to evaluate teacher performance.) The individual, working with his or her Nicaraguan counterparts, will design improved instruments for evaluating teacher performance. The evaluation unit will provide seminars on evaluation for faculty members in each academic department. Additionally, as time permits, extension services will be provided in evaluation for community institutions.

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn Street
Cambridge, MA 02138
(617) 495-5255

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

COMPUTER SCIENCE INSTRUCTOR

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Computer Science instructor at the Universidad Centroamericana (UCA) - Managua campus

Requirements: Master's degree in Computer Science; relevant teaching experience; ability to teach in Spanish

Course Level: 3rd, 4th, and 5th year students

Teaching Load: 3 courses per semester (average 15-18 hours per week)

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: Systems, Design & Theory (Advanced Students):
(Probable)

Systems I - Definition, concepts and analysis of systems; management systems; informational systems for management.
Basic texts: John Beishan et al., Systems (Open University); John Beishan et al., Systems Behavior.

Systems II - Demand for information from organizations; operational, tactical, and strategic levels of systems; types of interaction; planning an informational system; evaluation of information systems.
Basic texts: R. G. Stanper, Information; J. G. Burch et al., Information Systems: Theory and Practice.

System Design and Analysis - Formal methods; determining alternatives; economic feasibility; defining logical requirements; practice in design and analysis.

Systems Analysis, Systems Operations, Information Systems
(4th and 5th year students)

Software (3rd, 4th and 5th year students):

Data Banks, Programming - Currently available equipment within the University is an IBM 1130; consideration being given to purchase of IBM 34. Programming languages used: FORTRAN IV

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

FORESTRY INSTRUCTOR

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Forestry instructor at the Universidad Centroamericana (UCA)
- Managua campus

Requirements: Master's degree in Forestry; relevant teaching experience; ability to teach in Spanish

Course Level: 3rd, 4th and 5th year students in Ecology & Natural Resources

Teaching Load: 3 courses per semester (average 15-18 hours per week); 9 hours classroom, 6 hours lab and field trips. No text used; lab equipment unavailable.

Additional Duties: Research work; thesis supervision (approx. 5 students/semester)

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: Introduction to Dasonomy - The Tree: introduction to growth & yield; The Forest: Benefits of, classification, trees' location in the forest; Silviculture: natural and artificial regeneration and silvicultural measurements; Tree Measurement: individual and collective, recognition of special problems in tropical forests; Agro-forestry and forestry for community development.

(Probable)

Mensuration - Offers student practical/theoretical bases for evaluating and measuring quantitative variables of trees from forestry perspective. How to use instruments; diameter measurement; basal area calculus; volume calculus; elaboration of volumen wooden calculus; growth estimates.

Dendrology - Study and classification of flora, esp. the most important Nicaraguan trees, from forestry perspective. Terminology; concepts; importance of Dendrology. How to collect, dry-up, mount and preserve samples; flowers, fruits, leaves, some kinds of roots.

Forestry Ecology - Tropical environment characteristics; tropical forest composition; forest description and classification systems; forest community structures, functions; energy flow, nutrient cycle; reproduction strategy; importance to Silviculture.

FORESTRY INSTRUCTOR
Job Description - p. 2

Seeding & Planting - Basic silviculture techniques; setting up nurseries to artificially replant forest lands; practical work on: selection, germination, transplanting seedlings and maintenance and control of nurseries.

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Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn Street
Cambridge, MA 02138
(617) 495-5255

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

HYDROLOGY INSTRUCTOR

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AVAILABLE POSITION

Job Description: Hydrology instructor at the Universidad Centroamericana (UCA)
- Managua campus

Requirements: Master's degree in Hydrology; relevant teaching experience;
ability to teach in Spanish

Course Level: 3rd, 4th, and 5th year students in Ecology & Natural Resources

Teaching Load: 3 courses per semester (average 15-18 hours per week); 9 hours
classroom, 6 hours lab work combined with field trips. No text
used; lab equipment unavailable.

Additional Duties: Research work; thesis supervision (approx. 5 students/semester)

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan univer-
sity professor salary), plus additional allowances and benefits
of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: Hydrology I and II - Hydrology and its relationship to other
(Probable) sciences; Hydrological Cycle; Water Balance; Hydrograms;
Precipitation; Evaporation and Transevaporation; Infiltration;
Superficial Flow; Elements of River Flow; Underground Water
Flow; Fundamentals of Meteorology; Sediment Transport in Rivers

Watershed Planning - Planning, organization and implementation
of hydrological programs, with analysis of previous planning
errors; the course is divided into 3 general areas: Critical
Analysis, Theory, and Master Planning.

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER
THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn Street
Cambridge, MA 02138
(617) 495-5255

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

MATHEMATICS INSTRUCTOR

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AVAILABLE POSITION

Job Description: Mathematics instructor at the Universidad Nacional Autónoma de Nicaragua (UNAN) - Managua campus

Requirements: Master's degree in Mathematics; relevant teaching experience, preferably with experience in methods of math instruction; ability to teach in Spanish

Course Level: First year Mathematics (Algebra) for math education majors.
Basic text: Armando O. Rojo, Algebra I.

Teaching Load: Average of 15-18 hours per week (classroom only)

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: Algebra I - Introductory Logic; Sets; Relations; Functions; (Probable) Composition Laws; Coordinate Systems; Complete Induction; Combination; Axiomatic Systems; Group Structures

Algebra II - Circle and Body Structures; Whole and Rational Numbers; Real Numbers; Body of Complex Numbers; Polynomials

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn Street
Cambridge, MA 02138
(617) 495-5255

TEACHING POSITIONS IN NICARAGUAN UNIVERSITIES

NUTRITION INSTRUCTOR

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autónoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Instructor in Human Nutrition at the Universidad Centroamericana (UCA) - Managua campus

Requirements: Master's degree or Ph.D. in Human Nutrition; relevant teaching experience; ability to teach in Spanish

Course Level: 2nd to 5th year students

Teaching Load: 2 courses per semester (average 10-15 hours per week); 10 hours classroom, 5 hours lab. No text; lab equipment unavailable.

Additional Duties: Thesis supervision (3 students per semester)

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: Human Growth and Development
(Probable)

Nutrition and Public Health

Applied Nutrition

Epidemiology

Biochemistry of Food

Food Technology

Biophysics

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU
25 Mt. Auburn Street
Cambridge, MA 02138
(617) 495-5255

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PHYSICS INSTRUCTOR

The Latin American Scholarship Program of American Universities (LASPAU), acting on behalf of the Universidad Nacional Autonoma de Nicaragua (UNAN) and the Universidad Centroamericana (UCA) of Nicaragua, is pleased to announce a program funded by USAID/Nicaragua which will bring 10 U.S. university instructors to teach at these Nicaraguan institutions beginning in March or July 1981, on a one-year renewable basis. This program will respond to a critical shortage of teachers in Nicaragua resulting from new open enrollment policies in that country's institutions of higher education.

AVAILABLE POSITION

Job Description: Physics instructor at the Universidad Nacional Autonoma de Nicaragua (UNAN)

Requirements: Master's in Physics; relevant teaching experience; ability to teach in Spanish

Course Level: Physics for 1st, 2nd and 3rd year students in Engineering and Basic Sciences. Text: Halliday & Resnick, Physics for Science and Engineering Students, Vols. I and II.

Teaching Load: Average of 15-18 hours per week, including classroom and laboratory instruction

Compensation Package: Monthly salary of \$900 (equivalent to highest Nicaraguan university professor salary), plus additional allowances and benefits of approximately \$15,000. Spouse allowances also provided.

Course Descriptions: General Physics I - Units of Measurement; Particle Dynamics; Particle Kinematics; Work and Conservation of Energy; Conservation of Linear Momentum; Rotational Dynamics; Rigid Body Statics

General Physics II - Universal Gravitation; Oscillatory Motion; Wave Motion; Fluid Mechanics; Heat, Temperature & First Law of Thermodynamics; Thermal Characteristics of Ideal Systems & the Absolute Temperature Scale; Reversible Entropy & the Second Law of Thermodynamics

General Physics III - Electrostatics & Coulomb's Law; Electric Fields & Electrostatic Potential; Dielectric Capacity & Polarization; Alternating & Direct Current Circuits; Magnetic Fields for Alternating Circuits; Electromagnetic Induction; Magnetic Properties of Matter

IN ORDER TO QUALIFY FOR THIS PROGRAM, YOUR APPLICATION MUST BE RECEIVED NO LATER THAN FEBRUARY 15, 1981. PLEASE SUBMIT YOUR APPLICATION TO:

Nicaragua Project Coordinator
LASPAU

25 Mt. Auburn St.
Cambridge, MA 02138
(617) 495-5255

APPENDIX V

Date December 15, 1980
To Applicant, Nicaragua Project
From Project Coordinator
Subject Teaching Field

The Latin American
Scholarship Program
of American Universities

25 Mount Auburn Street
Cambridge, Massachusetts 02138
Telephone: 617 495-5255
Cable: LASPAU



Thank you for your inquiry about and interest in the LASPAU Nicaragua Project. Enclosed are application materials.

To be considered for this project, you must be able teach at the college level in one of the specific desired fields listed on the attached announcement.

If you are qualified to apply, please contact LASPAU immediately for a job description and a description of the Nicaraguan institution needing personnel in your field, and return the enclosed application to LASPAU by January 31, 1981.

5 Mount Auburn Street
Cambridge, Massachusetts 02138
telephone 617 495-5255
able: LASPAU

Affiliated with Harvard University



We are pleased to know of your interest in the positions open for U.S. teachers in the Universidad Nacional Autonoma de Nicaragua and the Universidad Centro-americana in Managua, Nicaragua. Acting on behalf of these institutions, LASPAU will manage the recruitment process over the next few months.

Please find enclosed an application form, a complete job description of the position open in your or related fields, information on compensation, and additional information on the institution at which this position is available.

Please complete and return the application as soon as possible; the deadline for receipt in our office is February 15, 1981. Please secure two letters of recommendation regarding your teaching and academic capabilities. In addition, we require one or more letters which corroborate your proficiency in Spanish and, if possible, your ability to live and work in a non-U.S. environment. These too must be received by our office, directly from the recommenders, not later than February 15, 1981.

We will pre-screen applications using the following criteria:

- o U.S. citizenship
- o fluency in Spanish
- o previous professional or education experience abroad (preferably in Latin America)
- o technical competence in one or more of the fields of instruction
- o a flexible, collaborative approach as teacher and colleague, and an ability to adjust to local conditions

Selected applicants will be interviewed in mid-March. Your travel and per diem expenses for the interview process will be reimbursed.

As a participant in this project, you would be an employee of one of the above universities, and would be hired for a period of up to 12 months beginning in July, 1981. Your monthly salary would be paid by the university (in cordobas) and your allowances and benefits would be administered by LASPAU. Should you be offered and accept a teaching assignment in Nicaragua, you will be invited to a pre-departure orientation in Cambridge, Massachusetts; at that time the details of your assignment, compensation, tax status and other matters will be discussed.

We look forward to hearing from you. Please do not hesitate to share information about this project with your colleagues.

Sincerely,

Enclosures

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Fay Henderson Franklin
Coordinator, Nicaragua Project

DISCIPLINE/TEACHING AREA AND INSTITUTION FOR WHICH
YOU ARE APPLYING:

DATE

PLEASE TYPE

I. PERSONAL INFORMATION

LAST NAME		FIRST NAME	MIDDLE INITIAL	DATE OF BIRTH:	
				CITY/STATE:	
MARITAL STATUS		PRESENT INSTITUTIONAL AFFILIATION/POSITION			CITIZENSHIP
DEPENDENT CHILDREN					
PERMANENT ADDRESS				TELEPHONE	
				Area Code Number	
WHEN ARE YOU AVAILABLE FOR THE POSITION FOR WHICH YOU ARE APPLYING? _____					
WHAT IS THE MAXIMUM PERIOD YOU WOULD CONSIDER REMAINING IN THIS ASSIGNMENT? _____					

II. EDUCATIONAL BACKGROUND

LEVEL	FROM	TO	INSTITUTION - LOCATION	MAJOR	DEGREE/DATE
Secondary					
Undergraduate					
Graduate					
Graduate					

III. PROFESSIONAL BACKGROUND

TEACHING EXPERIENCE (MOST RECENT FIRST)					RESPONSIBILITIES & COURSES TAUGHT
FROM	TO	INSTITUTION - LOCATION	POSITION	SALARY	

OTHER PROFESSIONAL EXPERIENCE (MOST RECENT FIRST)

FROM	TO	INSTITUTION - LOCATION	SALARY	POSITION

NAME

page 2.

V. PROFESSIONAL BACKGROUND (CONT.)

PLEASE SUMMARIZE BRIEFLY YOUR PARTICIPATION IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

PLEASE ATTACH ANNOTATED LIST OF ANY ARTICLES YOU HAVE PUBLISHED; INCLUDE SOURCE AND DATE OF PUBLICATION.

PLEASE LIST HONORS, AWARDS AND PROFESSIONALLY SIGNIFICANT EXPERIENCE NOT PREVIOUSLY MENTIONED

V. TRAVEL AND EXPERIENCE ABROAD

COUNTRY VISITED	FROM	TO	PURPOSE OF TRIP	SPONSORSHIP

VI. QUALIFICATIONS FOR ASSIGNMENT

PLEASE (1) DISCUSS YOUR PROFESSIONAL QUALIFICATIONS FOR THE TEACHING ASSIGNMENT AS YOU UNDERSTAND IT; (2) INDICATE THE NAME, ADDRESS, AND TELEPHONE OF TWO REFERENCES WHO CAN ALSO ADDRESS THIS QUESTION, AND REQUEST THAT THEY SEND LETTERS TO LASPAU DIRECTLY.

VII. PERSONAL QUALIFICATIONS

PLEASE DISCUSS YOUR PERSONAL QUALIFICATIONS FOR THE TEACHING ASSIGNMENT FOR WHICH YOU ARE APPLYING, INCLUDING REFERENCES TO YOUR UNDERSTANDING OF THE LIVING AND WORKING CONDITIONS YOU WILL BE LIKELY TO ENCOUNTER. PLEASE INCLUDE THE NAME, ADDRESS AND TELEPHONE OF ONE OR MORE REFERENCES WHO CAN ALSO ADDRESS THIS QUESTION. PLEASE REQUEST THAT THEY WRITE DIRECTLY TO LASPAU.

PLEASE DESCRIBE BELOW THE RELATIONSHIP BETWEEN THE TEACHING ASSIGNMENT FOR WHICH YOU ARE APPLYING AND YOUR PERSONAL CAREER GOALS.

NAME

VIII. LANGUAGE PROFICIENCY

A COMMAND OF _____ IS REQUIRED FOR THIS POSITION. PLEASE RATE YOUR GENERAL PROFICIENCY:

	Fluent	Good	Fair	Poor
Speaking				
Listening				
Reading				
Writing				

FORMAL STUDY: PLEASE GIVE DURATION AND LEVELS OF COURSES TAKEN (BEGINNERS, INTERMEDIATE, ADVANCED, CONVERSATION, TECHNICAL)

From	To	Level	INSTITUTION-LOCATION

PLEASE DISCUSS YOUR PRIOR EXPERIENCE WITH THE LANGUAGE, EMPHASIZING PROFICIENCY AS A RESULT OF TRAVEL AND EXPERIENCE ABROAD:

MY LANGUAGE PROFICIENCY ALLOWS ME TO:	... with competence of a native speaker	... with relative ease	... with significant preparation time and outside help	Not able
Prepare, deliver lectures				
Demonstrate, explain technical procedures				
Write research and technical papers				

NAME _____

IX. YOUR HEALTH

PLEASE RATE YOUR CURRENT GENERAL STATE OF HEALTH:

DO YOU HAVE ANY PAST OR CURRENT HEALTH PROBLEMS WHICH SHOULD BE NOTED IN CONSIDERING YOUR CANDIDACY FOR THE TEACHING POSITION FOR WHICH YOU ARE APPLYING?

X. CONCLUDING STATEMENT OF QUALIFICATIONS (optional)

PLEASE DISCUSS ANY FACTOR NOT PREVIOUSLY DISCUSSED WHICH QUALIFIES YOU UNIQUELY FOR THE POSITION YOU SEEK.

FROM WHAT SOURCE DID YOU RECEIVE INFORMATION REGARDING THIS POSITION (AD, COLLEAGUE, ETC.)?
PLEASE SPECIFY _____

I CERTIFY THAT ALL OF THE ABOVE INFORMATION AND STATEMENTS ARE CORRECT AND COMPLETE TO THE BEST OF MY KNOWLEDGE.

Signature: _____ Date: _____

Name (please type): _____ Telephone: _____

Mailing Address: _____

THE UNIVERSIDAD CENTROAMERICANA (UCA)

Managua, Nicaragua

The Universidad Centroamericana (UCA), which has an opening in your field, is a private institution founded by Jesuits and Nicaraguans in 1960. Prior to the July 1979 revolution, UCA had an enrollment of just over 2,500 students; today, with open enrollment policies, the institution has a student body of 4,700 pursuing undergraduate studies in agricultural sciences, law, business administration and accounting, humanities, and natural and basic sciences. Historically UCA has served students from the higher socioeconomic groups, but has always admitted students on a non-sectarian basis, and has offered scholarships to over 20% of its student body.

As a result of open enrollment policies there has been a large increase in enrollment for the UCA. This comes at a time when there is a shortage of trained and experienced professionals to accommodate the increased enrollment and to replace the large number of former university professors who have left to accept positions in the Ministries and autonomous agencies of the Government of Nicaragua.

UCA expects to make up for this deficit over the next four years by several means, one of which is increased use of foreign professors. In addition to assisting Nicaragua by offering study opportunities to a greater number of students, the use of foreign professors is expected to have the added benefit of promoting better understanding and improving relationships between Nicaragua and other countries.

THE UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA (UNAN)

Managua, Nicaragua

The Universidad Nacional Autónoma de Nicaragua (UNAN) has an opening in your field at its Managua campus. The UNAN was founded in 1812 as the Universidad de León, becoming the official university in Nicaragua in 1947.

Prior to the July 1979 revolution, the UNAN had an enrollment of approximately 10,000, with 400 professors, at campuses in León and Managua. With open enrollment policies instituted under the reconstruction government, its present student population exceeds 20,000. This increase in enrollment, added to the significant shift of the most highly trained full-time university teachers to important positions in the public sector to aid in national reconstruction programs, makes the recruitment of teaching staff one of the UNAN's highest priorities.

The UNAN expects to make up for its faculty deficit over the next four years by several means, one of which is the increased use of foreign professors. In addition to assisting Nicaragua by offering study opportunities to a greater number of students, the use of foreign professors is expected to have the added benefit of promoting better understanding and improving relations between Nicaragua and other countries.

NICARAGUAN VISITING PROFESSOR PROJECT

Compensation Package

You will be eligible for the following levels of compensation and benefits:

1. Salary: equivalent to the highest monthly amount paid to any Nicaraguan professor - \$900/month (9,000 córdobas)
2. Return Allowance: to be paid upon your return to the U.S., for each month of your assignment in Nicaragua, at \$500/month.
3. Round Trip Air Fare: for participant and spouse (if applicable)
4. Medical Insurance Allowance: to be paid to participant - up to \$350 for participant and \$290 for spouse (if applicable)
5. Workmen's Compensation Insurance
6. Pre- and Post-Departure Medical Examination Allowance: up to \$185 for participant and spouse
7. Transfer Allowance: for miscellaneous expenses associated with moving - \$100 per participant.
8. Temporary Housing Allowance (if required): \$39/day for up to 30 days for participant and spouse
9. Allowance for Purchase and Shipment of Teaching Materials
10. Other Allowances:
 - a. Shipping of accompanied and unaccompanied personal effects for participant and spouse
 - b. Shipping of one car
 - c. Storage of household goods

APPLICANTS SELECTED FOR INTERVIEWS

<u>NAME</u>	<u>FIELD/DEGREE</u>	<u>CURRENT POSITION</u>	<u>CURRENT RESIDENCE</u>
		<u>UCA</u>	
Engle, Carole	Aquaculture/Ph.D. (1981)	research assistant/consultant	Auburn, Alabama
Hunt, David	Aquaculture/M.S.	research assistant	Auburn, Alabama
Gordon, Edmund	Aquaculture/M.A. (1981)	graduate student	Berkeley, Calif.
Keith, Sherri	Educa. Evaluation/Ph.D.	assistant professor	Albany, Calif.
Belendez, Pilar	Educ. Evaluation/Ed.D.	project director	Isla Verde, PR
Stryker, Eileen	Educ. Evaluation/Ed.D. ('81)	graduate student	Fulton, Mich.
Yelvington, James	Educ. Evaluation/Ph.D.	none listed	Stillwater, Okla.
Koonce, Andrea	Forestry/M.S.; Ph.D. (1981)	Consultant	Corvallis, Oregon
Myers, Ronald	Forestry/M.S.; Ph.D. (1981)	Ecological consultant	Gainesville, Fla.
Roth, Lina	Forestry/M.F.S.	Extension agent, Suffolk County	Cambridge, Mass.
Detwyler, Thomas	Hydrology/Ph.D., Phys. Geog.	Associate Professor, Geog. & Environmental Science	Salem, Oregon
Finkler, Laura	Nutrition/M.P.H., RD	Trainer/technical consultant	Oakland, Calif.
Seireg, Mirette	Nutrition/M.Sc. (1981)	Graduate student	Madison, Wisc.
Overholt, Catherine	Nutrition/D.Sc. (1981)	Graduate student	Dorchester, Mass.
Pigott, Jeralyn	Nutrition/M.S. (1981)	Graduate student	Lansing, Mich.

APPLICANTS SELECTED FOR INTERVIEWS

<u>NAME</u>	<u>FIELD/DEGREE</u>	<u>CURRENT POSITION</u>	<u>CURRENT RESIDENCE</u>
		<u>UNAN</u>	
Colonia-Roque, Helmer	Biology/M.S. (4/81)	graduate student	Portland, Oregon
Garling, Lyn	Biology/Ph.D. (in progress)	teaching assistant	Gainesville, Fla.
Malaret, Luis	Biology/Ph.D. (6/81)	teacher	Gainesville, Fla.
Marsh, Michael	Biology/Ph.D.	research specialist	Danville, Kentucky
Silliman, James	Biology/Ph.D.	researcher	Tucson, Arizona
Negrón, Juan	Chemistry/M.S.	instructor, youth program; comm. coll.	Bronx, NY
Zabel, Douglas	Chemistry/Ph.D.	instructor	San Salvador, E.S.
Reed, Wayne	Physics/M.S.	research associate	College Station, Texas

UNAN Interviews

MONDAY, MARCH 23, 1981

9:30-11:30 AM

Discussion of interview process and overall project

Barry Schuman
Ann Roy
Lewis Tyler
Elizabeth Gordon
Fay Franklin
with Dr. Mariano Fiallos

12-1:30 PM

Lunch: Harvard Faculty Club

Dr. Fiallos, Dr. Orrego,
Dr. Tyler, Fay Franklin

1:30-4:30 PM

Interviews: Dr. Cristian Orrego

1:30 Helmer Colonia-Roque

2:30 Douglas Zabel

3:30 Juan Negrón

Dinner

TUESDAY, MARCH 24, 1981

9:00 AM

Pick up Dr. Eduardo Macagno
at Logan Airport

10:30 AM-12:30 PM

Interviews: Dr. Eduardo
Macagno

10:30 Wayne Reed

12-1:30 PM

Lunch

Dr. Fiallos
Dr. Macagno
Dr. Tyler
Fay Franklin

2:00-6:00 PM

Interviews: Dr. Eduardo
Macagno

2:00 Michael Marsh

3:00 James Silliman

4:00 Lyn Garling

5:00 Luis Malaret

WEDNESDAY, MARCH 25, 1981

AM

Review of interviews and decision
on definitive list

with Dr. Fiallos
Barry Schuman
Ann Roy
Elizabeth Gordon

UCA Interviews

WEDNESDAY, MARCH 25, 1981
8:00 AM - Breakfast
9:00 AM - Interviews Meeting with Nutrition interviewer Joseph Vitale of B.U. Interview team: Franklin, Tyler, Vitale
9:30 AM Jeralyn Pigott
10:30 AM Mirette Seireg
11:30 AM Laura Finkler
12:30 PM Catherine Overholt
1:30-3:30 PM - Lunch
3:30 PM - Interviews Interview team: Franklin, Tyler, Donald Warwick of Harvard
3:30 PM James Yelvington

THURSDAY, MARCH 26, 1981
8:00 AM - Interviews Interview team: Franklin, Tyler, Eduardo Macagno
8:00 Carole Engle
9:00 David Hunt
10:00 Edmund Gordon
11:45-12:45 - Lunch (sandwiches to be brought in)
1:00 PM - Interviews Interview team: Franklin, Tyler, Janis Petriceks
1:00 Linda Roth
2:00 Ronald Myers
3:00 Andrea Koonce

FRIDAY, MARCH 27, 1981
AM - Meeting LASPAU staff
1:30 PM - Interviews Interview team: Franklin, Tyler, Donald Warwick
1:30 Eileen Stryker
2:30 Pilar Belendez
3:30 Sherri Keith

APPENDIX VII

NICARAGUA PROJECT ORIENTATION

Cambridge, August 26-28, 1981

Wednesday, August 26

Sheraton Commander Hotel "Minute Man Room"

6:00 PM

Reception

7:00 PM

Dinner

Thursday, August 27

Faculty Club

8:30 AM

Coffee.
Discussion of project objectives and orientation.
Mr. Barry Schuman, LASPAU Executive Director.

9:00 AM

Mr. Lawrence Harrison, AID/Managua.

10:00 AM

Dr. Arturo Cruz, Nicaraguan Ambassador to the
United States

11:00 AM

Ms. Lucy Conger, Nicaraguan Regional Representative,
InterAmerican Foundation.

12:30 PM

Lunch
Dr. Mariano Fiallos, Presidente Consejo Nacional
de Educación Superior, Nicaragua. "Nicaraguan
Educational System."

3:00 - 5:00 PM

Logistics
Information on financial and contractual
arrangements for participants.

Evening free

Friday, August 28

Faculty Club

9:00 AM

Coffee
Review of participants' questions concerning
project.

10:00 AM

Dr. Mariano Fiallos
Meeting with UNAN participants.

Lic. Enrique Alvarado
Meeting with UCA participants.

12:00 PM

Lunch

TABLE OF CONTENTS

- 1) Income Tax Benefits for U.S. Citizens Who Go Abroad
Revised Feb. 1981.
- 2) Tax Guide for U.S. Citizens Abroad
- 3) U.S. Customs Service, Trademark Information for Travelers.
- 4) Customs Hints for returning residents - Know Before You Go.
- 5) Directory of Consular Services.
- 6) Department of State Publication on arrests (drug) abroad.
- 7) Your Trip Abroad, Bureau of Consular Affairs
- 8) Foreign Trade Zones, U.S. Customs Procedures & Requirements
- 9) Traveler's Tips, U.S. Dept. of Agriculture
- 10) NAFSA Health Insurance "Health Care Plus"
- 11) NAFSA Group Accident & Sickness Insurance Plan
- 12) NAFSA International Accident & Sickness Program
- 13) William Mercer World-wide Insurance Program for individuals
- 14) Permanent visa application/Nicaragua
- 15) LASPAU/NICARAGUA Visiting Professor Program; Compensation Package 8/26-8/28.
- 16) Letters from UCA & UNAN offering positions to Visiting Professors 8/81.
- 17) Nicaragua Post Report October 1980; U.S. Dept. of State
- 18) Dirección de Cooperación Técnica Externa, Ministerio de Planificación,
"Formato para demanda de expertos extranjeros".
- 19) "Profesores Universitarios no Nicaraguenses" form.
- 20) Nicaragua Report August 1981, Fay Henderson Franklin
- 21) AID Economic and Social Data
- 22) "Education in Central America" by George R. Waggoner, Barbara Ashton Waggoner
- 23) Nicaragua report, including history, map, gov't structure, etc.
Table of Contents on front cover.
- 24) Seminar Report. Country Risk Analysis: Central America, Lentz & Truitt

NICARAGUAN VISITING PROFESSOR PROJECT

Compensation Package

You will be eligible for the following levels of compensation and benefits:

1. Salary: equivalent to the highest monthly amount paid to any Nicaraguan professor - \$900/month (9,000 córdobas)
2. Return Allowance: to be paid upon your return to the U.S., for each month of your assignment in Nicaragua, at \$500/month.
3. Round Trip Air Fare: for participant and spouse (if applicable)
4. Medical Insurance Allowance: to be paid to participant - up to \$350 for participant and \$290 for spouse (if applicable)
5. Workmen's Compensation Insurance
6. Pre- and Post-Departure Medical Examination Allowance: up to \$185 for participant and spouse
7. Transfer Allowance: for miscellaneous expenses associated with moving - \$100 per participant.
8. Temporary Housing Allowance (if required): \$39/day for up to 30 days for participant and spouse
9. Allowance for Purchase and Shipment of Teaching Materials
10. Other Allowances:
 - a. Shipping of accompanied and unaccompanied personal effects for participant and spouse
 - b. Shipping of one car
 - c. Storage of household goods

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LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

Orientation

August 26-28, 1981

Compensation Package

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAMCompensation Package

Each Visiting Professor is eligible for the levels of compensation and benefits described on the following pages. Each page includes ample room for you to jot down your personal notes concerning that item.

Out-of-pocket expenses incurred in those approved categories described, are reimbursable, up to the limits given, upon submission of related receipts to LASPAU. Expense forms, accompanied by receipts, should be mailed directly to LASPAU to the attention of Penny P. Wickey. Several copies of the Expense Form are included as part of this package. Additional copies may be obtained from Penny Wickey at any time during your program.

Reimbursement to Visiting Professors will be made as soon as possible once Expense Forms and receipts are received at LASPAU. Any reimbursements which require immediate attention should be noted in a cover letter. For every Expense Form submitted, please indicate the appropriate mailing address to be used to send reimbursement check.

Before you depart for Nicaragua, we anticipate reimbursing you directly for all pre-travel expenses. Should your pre-travel Expense Form not arrive in time for LASPAU to make payment to you in the U.S., we will wire funds to your bank account which you maintain in the U.S. Please indicate on the U.S. Data Sheet to which account you want funds to be deposited (Name of Bank, Account Number, Address).

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

Compensation Package

1. Salary

As an employee of your respective Nicaraguan Universities (UNAN or UCA), you will receive a monthly salary totaling 10,000 córdobas, the highest monthly salary paid to any Nicaragua professor. This includes a monthly housing allowance of 1,000 córdobas. All paychecks will be issued in local currency.

Accrual of vacation and sick days should be discussed directly with the University.

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAMCompensation Package2. Return Allowance

A return allowance will be paid to each participant at the rate of \$500 for each month of assignment in Nicaragua. The allowance is payable only upon completion of the assignment. You need not return to the United States to receive this allowance, but LASPAU must have proof of completion of your assignment before payment.

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAMCompensation Package3. Round Trip Airfare

LASPAU will arrange for airfare transportation by the shortest route possible and provide each participant and spouse with a prepaid ticket(s). Customs and visa handling charges are reimbursable. Used airfare tickets, together with all related receipts, must be sent to LASPAU with an Expense Form. (Original tickets are preferred; if not available, copies of airfare tickets will suffice.) Issuance of participant and spouse pre-paid airfare tickets is contingent upon receipt of certified medical opinion concerning pre-departure medical examination.

Pre-paid airfare arrangements for spouse are possible only if LASPAU receives statement from spouse agreeing to remain in Nicaragua for a period not less than 6 months.

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAMCompensation Package4. Medical Insurance Allowance

Before departure for Nicaragua, each participant is required to purchase basic medical and life insurance consisting of:

Basic Medical Coverage up to \$2,500
Major Medical Coverage up to \$20,000
Life Insurance Coverage up to \$50,000

Policies may be purchased through one of the group medical insurance programs offered by U.S. educational associations for participants in international educational activities. Brochures are available from LASPAU during the Orientation Program for NAFSA-approved programs. Other options include extending current university coverage or dealing with an independent agent.

Each participant is eligible for reimbursement for insurance policy expenses up to a maximum of \$350.00/participant. Medical insurance policy expenses for your spouse are reimbursable up to a maximum of \$290.00/spouse. Life insurance policy expenses for your spouse do not qualify for reimbursement.

Expense Forms should be submitted with receipts to LASPAU.

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAMCompensation Package5. Workmen's Compensation Insurance

Each participant will be covered for the duration of your assignment in Nicaragua by a Workmen's Compensation Insurance Policy. LASPAU will purchase a group policy (Defense Base Act Insurance) on behalf of the participants which offers 24-hour exposure for job-related accidents. The policy will reflect both the participant's monthly salary and return allowance (total of U.S. \$1400/month).

Basically, this means that your salary and return allowance are insured 24 hours a day for the total length of any medical disability. Hospital and medical expenses are covered under this policy. Illnesses for which expenses are not covered are those which cannot be proven to be directly work-related and include appendicitis, ulcers, heart attacks and cancer.

All questions regarding insurance under this policy should be addressed to LASPAU, attention Penny P. Wickey.

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

Compensation Package

6. Pre- and Post-Departure Medical Examination Allowance

Each participant is allowed up to a maximum \$185.00 to cover medical examinations prior to and following their assignment in Nicaragua. Expenses which are eligible for reimbursement include a full medical work-up plus any fees for inoculations. Your spouse is also eligible for reimbursement up to \$185.00 for the same type of expenses.

Reimbursement of these expenses by LASPAU will be made to the participant upon receipt of an Expense Form and related receipts.

A thorough medical examination must be administered prior to your and your spouse's departure. Airfare tickets will be forwarded upon receipt of expenses for examination and certified physician's opinion of medical fitness for assignment.

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

Compensation Package

7. Transfer Allowance

Each participant is entitled to \$100.00 to cover miscellaneous transfer expenses.

This is the only time when receipts are not required for reimbursement. Instead, simply claim this allowance on the Expense Form and submit the Expense Form to LASPAU.

August 1981

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

Compensation Package

8. Temporary Housing Allowance

Each participant may claim settling-in expenses for a maximum of 30 days at the rate of US\$39.00/day (Total US\$1,170.00). Expenses eligible for reimbursement include those related to temporary living quarters maintained until permanent housing is found. Spouses may also claim reimbursement at the same rate and limit for settling-in expenses incurred.

Prior to departure for Nicaragua, participants may request an advance on this allowance for up to 80% of the total amount (US\$936.00). Reimbursement for the remainder (20%) of the allowance will be made upon submission of an Expense Form and related receipts.

All receipts for all settling-in expenses (including expenses paid with the advance allowance) must be submitted to LASPAU with an Expense Form.

August 1981

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

Compensation Package

9. Allowance for Purchase and Shipment of Teaching Materials

Each participant may claim up to a maximum of \$800.00 for the purchase of books and other teaching materials. Reimbursement for air freight shipment of teaching materials cannot exceed \$485.00/participant. (The air freight shipment allowance will cover approximately 50 lbs. of materials).

An Expense Form plus all related receipts must be submitted to LASPAU in order to receive reimbursement of these expenses.

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAMCompensation Package10. Shipping and Storage Allowance

Each participant is eligible to receive reimbursement for the following expenses up to the maximum limits given.

<u>Expense</u>	<u>Maximum Allowance</u>
1. Overweight Accompanied Baggage (approximately 22 lbs.)	U.S. \$ 50.00
2. Unaccompanied Person Effects Shipped by Air Freight (approximately 250 lbs.)	975.00
3. Round Trip Shipment of One Automobile*	2,400.00
4. Storage of Household Goods for One Year (approximately 4,500 lbs.)	1,000.00

Where applicable, your spouse may claim the following expenses up to the maximum limits given.

<u>Expense</u>	<u>Maximum Allowance</u>
1. Overweight Accompanied Baggage (approximately 22 lbs.)	U.S. \$ 50.00
2. Unaccompanied Personal Effects Shipped by Air Freight (approximately 200 lbs.)	780.00

Reimbursement will be made by LASPAU upon submission of an Expense Form and related receipts.

August 1981

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

U.S. DATA SHEET

Please Provide Us With the Following Information

Return Completed Form to Penny Wickey at LASPAU Before Your Departure

Your Name in Full : _____

Your Permanent Home Address : _____

Your Permanent Mailing Address : _____
(if different from above) _____

Your Permanent Telephone Number : () _____

Emergency Contact - Name/Relationship: _____

Permanent Address: _____

Telephone Number : () _____

Current Employer : _____

Current Employer Mailing Address : _____

Principal Contact at Above-Name : _____

Telephone Number : () _____

Status with Current Employer : _____
while Employed by UNAN/UCA _____

(continued on Page 2)

U.S. DATA SHEET

U.S. Bank Account -

Name of Bank: _____

Address : _____

Telephone : _____

Account # : _____

Note: LASPAU assumes this account will be maintained during your assignment in Nicaragua.

Date: _____

Signature: _____

August 1981

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

NICARAGUAN DATA SHEET

Please Complete This Form After Establishing Yourself in Nicaragua

Return Completed Form to Penny Wickey at LASPAU

Your Name in Full : _____

Your Residential Address : _____

Your Mailing Address : _____
(If different than above) _____

Your Residential Telephone Number : _____

Your Employer in Nicaragua : _____
(University, Department) _____

University/Department Mailing : _____
Address _____

Your University Telephone Number : _____

Your Department Advisor : _____

Department Advisor's Telephone : _____
Number

Additional Information : _____

Date _____

Your Signature _____

LASPAU/NICARAGUA VISITING PROFESSOR PROGRAMSuggested Departure Checklist

1. Passport
2. Visa application information
 - a. 30 day tourist visa obtained from Nicaraguan Consulate in U.S.
 - b. information for visa/work permit application to be completed in Nicaragua (10 passport-size photos, copies of university diplomas, and curriculum vitae)
3. Exchange important telephone numbers
 - a. family
 - b. friends
 - c. current employer (not Nicaraguan University)
 - d. LASPAU (617) 495-5255
 - e. Nicaraguan University contact
4. Change of address forms to local post office; also notify
 - a. bank
 - b. journals and magazines
 - c. credit cards and other creditors
 - d. insurance - health, automobile
5. Absentee voting ballots
6. Safe deposit box
7. Wills and Power of Attorney
8. Income tax information - state and federal
9. U.S. driver's license - check expiration date
10. International driver's license (can be obtained from AAA)
11. Travelers checks/local currency for immediate use in Nicaragua
12. Books and other teaching materials
13. Traveling medical kit - including necessary medications and prescriptions
14. Insurance on U.S. residence and other properties
15. Automobile insurance; note that local insurance policy must be purchased locally for the following minimal coverage:
 - local third party coverage of \$5000
16. Inoculations and International Health Card

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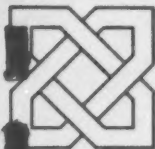
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able LASPAU

Submitted by: _____
(please print)

Affiliated with Harvard University

Date Submitted: _____



LASPAU/NICARAGUA VISITING PROFESSOR PROGRAM

EXPENSE FORM

<u>Allowance Category</u>	<u>Expense Description</u>	<u>Date Incurred</u>	<u>Amount \$</u>
---------------------------	--------------------------------	--------------------------	------------------

Total Reimbursable Expenses \$ _____

NOTE: Receipts must accompany all expenses claimed on this form.

NICARAGUAN VISITING PROFESSORS PROJECT EVALUATION

Education in Central America. George R. Waggoner and Barbara Ashton Waggoner: The University Press of Kansas/Lawrence /Manhattan /Wichita, 1971.

"Evolution of a Revolution The Mess in Managua." Sam Halper. The New Leader: July 27, 1981, pp. 3-9.

"Second Anniversary of Nicaraguan Revolution Brings Mixed Reviews." The Latin American Index: August 1, 1981.

"Nicaragua, Lost and Found." New York Times: August 14, 1981.

"Uncertain Signals in Nicaragua." New York Times: August 1, 1981.

"Sandinists Ask Private Sector to Be a Quiet One." Alan Riding. New York Times: Sunday, August 16, 1981

USAID Economic and Social Data for Nicaragua.

USAID Informational Paper on Nicaragua put out by the USAID Mission in Managua.

"Country Risk Analysis: Central America." Seminar Report sponsored by Fund for Multinational Management Education and Council of the Americas. Eds. Alice B. Lentz and George A. Truitt, 1980.

Between Land and Water. Bernard Neitshman (about a black community, Laguna de Perlas, on Atlantic Coast).

Assang. Mary Helms (about Coco River area).

La Nueva Nicaragua (Antimperialismo y Lucha de Clases). Adolfo Gilly.

Estripe Sangrienta: Los Somoza. Pedro Joaquin Chamorro.

Los Sandinistas. Gabriel García Marquez, y otros.

50 Años de Lucha Sandinista. Humberto Ortega.

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APPENDIX VIII

PRELIMINARY PROJECT EVALUATION

U.S. Professors in Nicaragua



I. Selection, Preparation And General LASPAU Administration

A. What improvements should be made in the:

1. Interview and selection process administered by LASPAU.

2. Pre Departure orientation and actual administration of
pre departure arrangements by LASPAU.

3. On going administration of financial matters and participant contract renewal or return process by LASPAU.

4. Additional comments.

II. Logistics, Settling In and General Living Conditions

Comments or suggestions with respect to the following items will help us to anticipate areas of difficulty:

1. Transportation, baggage, shipping of effects.
2. Housing, provisions for household equipment.
3. Visas and other official matters (driver's licence)

4. Medical care and adjustments to food, etc.

5. Personal effects or academic materials which have been necessary but could not be purchased in country.

6. Additional Comments.

III. Professional/Academic Activities

- A. Details of your October 1981 to February 1982 assignment.
(Please describe the nature of your October-February assignment including orientation to the university and your department, interaction with your colleagues, and specific work assignment.)

- B. Details of your present teaching assignment, March 1982-July 1982.
(Please describe courses you are teaching, size of class, preparation of students, relation of your work to the department's curriculum, the role and status of the exchange teacher at your institution.)

C. Thus far, has the assignment met your expectations from a professional point of view. If not, why not.

D. Any additional comments on your academic position.

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EVALUACION PRELIMINARIA

Programa UNAN/UCA/LASPAU/AID



I. Selección y Administración General de LASPAU

A. ¿Qué mejoramientos podría realizar LASPAU en:

1. El proceso de selección

2. La sesión de orientación y en los arreglos de salida
de los Estados Unidos

3. Los asuntos administrativos y financieros actuales y renovación del contrato de los participantes o los procedimientos del regreso a los Estados Unidos.

- B. Comentarios adicionales sobre mejoramientos que se podrían realizar en la colaboración de LASPAU con su institución para mejorar la administración del proyecto.

II. Logística, Adaptación y Condiciones Generales de Vida.

Comentarios o sugerencias con respecto a cualquier problema que los participantes o que su institución debieron confrontar. Los ítems siguientes nos ayudarán en el futuro a prever dificultades:

1. Transporte, equipaje, envío de efectos personales.

2. Vivienda, provisión de equipo doméstico.

3. Visas y otros (licencia para conducir, etc).

4. Asistencia médica y adaptación a la comida, etc.

5. Dominio del castellano.

6. Efectos personales o material académico que son necesarios pero que no se pueden obtener en el país.

7. Comentarios adicionales para el mejoramiento de la colaboración con LASPAU en referencia a esto mismo.

III. Actividades Profesionales/Académicas

- A. Detalle de las asignaciones de los participantes entre octubre 1981 y febrero 1982 (describiendo la naturaleza de sus asignaciones en esa fecha, incluyendo la orientación a la universidad y su departamento; su interacción con los colegas del departamento, y los deberes específicos de trabajo. Evalúe la calidad y eficacia del trabajo del (de los) participante(s) norteamericano(s).

- B. Detalle de sus tareas en la enseñanza desde marzo 1982 a julio 1982 (describiendo los cursos que el (los) participante(s) está(n) enseñando, tamaño de la clase, relación del trabajo del participante(s) norteamericano(s) con el curriculum del departamento, el papel que desempeña el profesor(es) visitante(s) en su institución. Evalúe también cuan efectiva ha sido la participación hasta la fecha y dé sugerencias de mejoramiento.

- C. ¿Cree Ud. que la información proporcionada por su institución sobre las funciones a realizar por el (los) participante(s) lo prepararon para cumplirlas? ¿Qué información adicional daría para el futuro? ¿Ha cumplido el participante con lo que se esperaba de él desde el punto de vista profesional? En caso negativo ¿por qué no?

- D. Comente sobre la adaptación del participante a la vida académica diaria en Nicaragua. Indique las cualidades personales y profesionales que se prestan mejor a las funciones que desempeñan.

APPENDIX IX

TABULATIONS OF PROFESSORS' ACCOMPLISHMENTS

October, 1981 - February, 1982

CAROLE ENGLE
October 1981 - February 1982

UNIVERSITY COURSES

	<u># Hours</u>	<u># Students</u>
o Seminar on Introduction to Aquaculture for UCA	2	50

LABORATORY

o Production practice lab eight hours per week for 12 weeks	96	25
---	----	----

EXTENSION COURSES

o Courses on management of aquaculture for government employees in related ministries and graduates in natural resources		20
--	--	----

MATERIALS PREPARATION

- o Development of major in aquaculture/fisheries at UCA
- o Initial preparation of 13 courses and their curricula with emphasis on Aquaculture I and II (Fisheries I and II) which are the first courses to be taught in the degree program

RESEARCH/PROJECTS

- o Technical evaluation of sites for construction of aquaculture tanks (see document)
- o Planning for tank construction
- o Proposal for funding to UCA/Juan XXIII Institute

ADMINISTRATION

- o Coordinator of Fisheries and Aquaculture major

LYN GARLING
January 1982 - February 1982

UNIVERSITY COURSES

- o Trained three counterpart professors

MATERIALS PREPARATION

- o General Ecology lecture class revision of course outlines
- o General Ecology lab class design of labs, location and purchase of equipment, and planning of field trips

MICHAEL MARSH
October 1981 - February 1982

EXTENSION COURSES (February 1982)

Hours # Students

- o Three week trip to UNAH's Biological Station:
led group of students doing social service
cleaning newly acquired island facility;
attempt to develop shrimp production

3 weeks 50

MATERIALS PREPARATION

- o Revision of Biology Department Curriculum
- o Zoology II (Invertebrates): prepared course outlines, labs, individual lecture plans in a team with one colleague and three student instructors
- o Microbiology, Parasitology courses: development of course outlines
- o Ecology: consulted with Lyn Garling on course development
- o Research for six hours per day for eight Saturdays to search for sites for future field trips for Zoology II - Ecohabitats

THESIS

- o Advisor to three students preparing monographs with two completed on
on cotton rat in sugar cane.

ADMINISTRATION

- o Attended some departmental meetings on general curriculum development

JUAN NEGRON
October 1981 - February 1982

UNIVERSITY COURSES

	<u># Hours</u>	<u># Students</u>
o Background biochemistry course for new students met for three hours per week for 12 weeks	36	40
o Preparing student teachers in Biochemistry for three hours per week for 12 weeks	36	10 student teachers
o Preparing faculty in biochemistry for two hours per week for 12 weeks	24	2 colleagues
o Tutoring student teachers in biochemistry for two hours a week for 12 weeks	24	2 student teachers

LABORATORY

o Training lectures for lab assistants for ten hours per week for six weeks	60	7
o Development of curriculum for biochemistry lab for four hours per week for 12 weeks	48	

MATERIALS DEVELOPMENT

- o Development of courses in biochemistry for medical school and for dental and pharmacy majors
- o Writing of specific class plans

RESEARCH/PROJECTS

- o Experiments with electrophoresis

THESIS

- o Advisor to one student with chemistry thesis

ADMINISTRATION

- o Attendance at faculty meetings

Linda Roth
October 1981 - February 1982

LABORATORY

Hours # Students

- o Selection of site of forestry propagation project
- o Search for site for UCA's Botanical Park

EXTENSION COURSES

- o Teaching short courses in forest inventory

MATERIALS PREPARATION

- o Prepare curriculum for March semester for Dasonomy, Silviculture, and Forest Ecology courses
- o Revise program in cartography and forestry measurement

RESEARCH PROJECTS

- o Initiate study of selected trees in population survey at UCA's experimental forest

THESIS

- o Advisor to various UCA students preparing final monograph

MIRETTE SEIREG
October 1981 - February 1982

UNIVERSITY COURSES

	<u># Hours</u>	<u># Students</u>
o Advnaced nutrition seminar which met for four months for four hours per week	64	18
o Clinical nutrition which met for four months for three hours per week	48	18
o Short course in nutrition and public health	50	5

LABORATORY

- o Meeting with the University of Moncton, Canada representative for proposal for funding nutritional laboratory at UCA

EXTENSION COURSES

- o Creation of Dietary Clinic in collaboration with Nicaraguan hospitals to focus on malnutrition
- o Supervision of social service of students in nutrition at hospitals 4

MATERIALS PREPARATION

- o Preparation of curriculum for four courses to be given beginning March 1982
 - Diet Therapy
 - Nutritional Pathology
 - Growth Development
 - Human Physiology and Anatomy

RESEARCH/PROJECTS

- o Elected coordinator of joint UCA/Ministry of Education project in school nutrition
- o Established plan for nutrition research for school

JAMES SILLIMAN
October 1981 - February 1982

<u>LABORATORY</u>		<u># Hours</u>	<u># Students</u>
o	Zoology III lab where assistant was trained	32	155
o	Collection of specimens for lab	26	
<u>MATERIALS PREPARATION</u>			
o	Curriculum revision of ichthyology course lectures and lab	40	
o	Curriculum development for Zoology III (vertebrates)	132	
o	Development of lab manual for Zoology III	50	
<u>ADMINISTRATION</u>			
o	Zoology Department meetings	20	
<u>THESIS</u>			
o	Advisor to one student in zoology	32	1
o	Consulting and advising colleagues in ecology section	16	

APPENDIX X

TEACHING MATERIAL PURCHASED BY U.S. PROFESSORS
PARTICIPATING IN THE NICARAGUA VISITING PROFESSORS PROJECT

CAROL ENGLE (11/81 - 12/83) and NATHAN STONE (3/82 - 12/83), UCA

Teaching Aids

Fotocopies of articles	Film for Color Slides
Film for Black and White Photos	600 training slides
Acetate sheets for overhead projector, projection screen	Olympia typewriter with Spanish type
Overhead projector bulbs	Graph paper
Slide projector	Acetate pens
Additional slide projector tray	Slide projector bulbs
	Technical drawing pen, points, and holder

Books and Journals

Texts (4)	Year's subscription to "Aquaculture Magazine"
<u>Investigations of the Ichthyofauna of Nicaraguan Lakes</u>	Year's subscription to "Bamidgeh", an Israeli aquaculture journal

Aquaculture Equipment

Briggs & Stratton 8 horsepower gasoline engine	Plastic bags (for fry shipment - 120)
Thermometer	Scale
Dip nets	Water test kits (Hach Kits)
3/4" mesh fish seine & bag	Gonadotropin
Bulk netting, 3/16" 10' deep	Bulk netting, 1/16" 8' deep
Intege Meat Chopper with 2 knives and plates (for preparing fish food)	Monofilament line for net repairs
3 floating live nets, 1" mesh	1" mesh seine, 100' long, 8' deep & bag
19" lawn mower	1/2" mesh seine, 50' long, 6' deep & bag
Adjustable end wrench	1/4" mesh seine, 50' long, 6' deep & bag
Duckbill snips, 10"	Rubber Gloves
80 yds. mosquito netting	Single bit axe
Heavy duty dip net	Long nose pliers
Tru-check rain gauge	Detecto scale with scoop
Acriflavine Neutral	Fingerling dip nets
15' rod	Durethene plastic netting
lightweight 3 horsepower pump	Aquasonic OTP meter
1" suction stariner	Potassium permanganate
Flashlight	Transit level with extension leg tripod
Buoyancy Collars	1" suction hose kit
Bellows pump	3/4" hoses, 50'
2 12 volt, 1/20 horsepower agitators	9 volt alkaline batteries
3/8" polyethelene rope	Neoprene rubber boat
Nylon twine size 35	2 pairs of oars
Terramycin water soluble powder	110 volt, 1/20 horsepower agitator
Soil texture kit	Bulk netting, 1/4" 8' deep
Extension rod 30"	Nylon twine size 18
Plastic flagging	Seran filter cloth
Respirator	Quinaldine
Flexible goggle	Earth auger
lumber crayons (red & blue)	Measuring tape 30 meters
	Sprayer
	Filter cart
	Triangular scales
	12" mill bastard file

TEACHING MATERIALS PURCHASED BY U.S. PROFESSORS
PARTICIPATING IN THE NICARAGUA VISITING PROFESSORS PROJECT

Aquaculture Equipment, continued

3/16" fingerling seine, 6' deep	5 parallax wedges
Abney level	Modified acreage grids
Aluminum tripod for pocket transit	Ball & socket head for pocket transit
Compensating polar planimeter	Aerolite binocular
Soil thermometer	Hellige-Truog Soil ph test kit
Stereometer Parallax bar	Lightweight mirror stereoscope
500 aluminum tags	18' tree pruning unit
Pruner	Land measure compass
7 True Value levels	Smith oxygen regulator

LYN GARLING (12/81 - 12/82), UNAN

Teaching Aids

Photographic supplies	Colored pencils
Acetates for overhead projector	Film for colored slides
Xeroxes of lab manuals	Xeroxes of insect keys
Film for black and white photos	

Books and Journals

Textbooks	<u>Zonas de Vegetación y Clima</u>
<u>Introducción a la Limnología</u>	<u>La Polución de las Aguas Marinas</u>
<u>Ecofisiología Vegetal</u>	<u>Etología</u>
<u>Biología del Suelo</u>	<u>Biología de la Polución</u>
<u>Temperatura y Vida Animal</u>	<u>Zooplacton Marino</u>
<u>Las Plantas y la Temperatura</u>	<u>Fisiología Animal</u>
<u>Zoología Especial/Vertebrados I</u>	<u>Zoología Especial/Vertebrados II</u>
<u>Anatomía Comparada</u>	<u>Pest Control in Bananas</u>
<u>Pest Control in Rice</u>	<u>Pest Control in Tropical Root Crops</u>
<u>Ecological Methods</u>	<u>Biological Techniques</u>
<u>Invertebrates</u>	<u>Pacific Seashores</u>
"How to Know the Insects"	"How to Know the Beetles"
"How to Know the Butterflies"	"How to Know the Immature Insects"
"How to Know the Aquatic Insects"	"Introduction to Insect Pest Management"
"A Glossary of Entomology"	

Biology Supplies/Equipment

Dissolved Oxygen Model	Phosphate High Range Model
Combination Nitrate-Phosphate Model	Nitrate High Range Model
Alkalinity Model	3' auger tube kit
6" tensiometer	24" tensiometer
Soil thermometer	pH soil moisture meter
Sling psychrometer	Replacement thermometer
Replacement cistern cap	Replacement wicks
Maga altimeter	Silva safari compass
Clinometer with slope correction	Stainless steel vernier caliper
Vinyl flagging	Aerolite binocular
Service kit	Mild steel multi-purpose scale

TEACHING MATERIALS PURCHASED BY U.S. PROFESSORS
PARTICIPATING IN THE NICARAGUA VISITING PROFESSORS PROJECT

Biology Supplies/Equipment continued

Microscope slides	Coverslips, plastic and glass
Black wax	Lens paper
Midkget pocket pH, set of 7	Dissecting scissors
Clear ruler	Fine point forceps
Bottle forceps	Crustaceans
Insect nets	Net bags
Insect pins, size 3	Printed labels
microscope slides	
Amoeba proteus, whole mount	Foraminifera, mixed
Scypha, whole mount	Scypha, cross section
Hydra, whole mount	Obelia, whole mount
Obelia medusae, whole mount	Hydra, cross section
Planaria, injected, whole mount	Planaria, cross section
Fasciola, whole mount	Fasciola redia
Fasciola cercariae	Schistosoma mansoni, Female whole mount
Taenia, whole mount	Trichinella male and female whole mount
Trichinella, section of muscle	Bugula, whole mount
Earthworm, cross section nephrid	Crepidula veliger larvae
Starfish developing, whole mount	Starfish, cross section
Crab, zoea larva, whole mount	Crayfish abdomen, cross section
Zooplankton, whole mount	Mosquito, head, whole mount female & male

MICHAEL MARSH (11/81 - 5/82), UNAN

Teaching Aids

Electronic Stencils	Color slides including live biological materials and textbook illustrations
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Books and Journals

<u>Ecología, Odum, 7 copies</u>	<u>Animal Biology</u>
<u>Ecology Studies, Tropical</u>	<u>Ecological Systems</u>
<u>Ecology and Resource Management</u>	<u>Ecological Development</u>
<u>The Vertebrate Body</u>	<u>Vertebrate Dissection</u>
<u>Introduction to Environmental</u>	<u>Biochemistry</u>
<u>Microbiology</u>	<u>Handbook for Tropical Biology in Costa Rica</u>
<u>Forest Ecosystems</u>	<u>Ecology - Neotropic</u>
<u>Young Life of Vertebrates</u>	<u>Meglitsch Invertebrate</u>

Biology Supplies/Equipment

Irradiated tobacco seeds	Animal specimens for dissecting
Plumbing repairs for marine biology lab	Battery for spotlight

JUAN NEGRON (10/81 - 12/83), UNAN

Teaching Aids

Projector Lamp Bulbs	Carousel Projector lamp bulbs
Olympia typewriter with Spanish Pica type	Calculator
	Rapidograph set and ink

TEACHING MATERIALS PURCHASED BY U.S. PROFESSORS
PARTICIPATING IN THE NICARAGUA VISITING PROFESSORS PROJECT

Teaching Aids continued

Carousel Projector remote control extension cord	Ektachrome film processing kit
Plastic sheets to store slides	Photographic paper
Technical pan film	Slide cards
Ektachrome professional film	Album for slides
Developer	Alkaline and mercury batteries
Magic markers	Photoflood Lamp
Spanish-English dictionaries	Ink - water soluble
Paper clips	Paper punch
Black ink	Correction liquid paper
Pencils	Yellow ink
Ballpoints	Color Pencils
Typing paper	Folders
Professional Template	Desk lamp
Slide projector, lens and case	Paper pads

Books and Journals

<u>The Biochemistry of the Nucleic Acids</u>	<u>Human Biochemistry</u>
<u>1982 Annual Review of Biochemistry</u>	<u>1981 Annual Review of Biochemistry</u>
<u>Enzymes</u>	<u>1983 Annual Review of Biochemistry</u>
<u>Biological Chemistry</u>	<u>Biochemistry</u>
<u>Textbook of Biochemistry</u>	<u>Anatomía Comparada</u>
<u>Biochemistry</u>	<u>Harper's Review of Biochemistry</u>
<u>Principios y Problemas de Química</u>	<u>Human Biochemistry</u>
<u>Física para Bioquímica</u>	<u>Atlas de Química</u>
<u>Curso Breve de Bioquímica</u>	<u>Bioquímica</u>
<u>Diccionario de Términos Médicos</u>	<u>Química Médica</u>
<u>Bioquímica Experimental</u>	<u>Bioquímica</u>
<u>Bioquímica</u>	<u>Bioquímica Fundamental</u>
<u>Bibliography</u>	<u>Principios de Bioquímica</u>

Biochemistry Supplies/Equipment

Disposable demineralizer cartridges	Clip Electrode
Electrode Reference	Buffer solution pH 4
Buffer solution pH 7	Buffer solution pH 10
Wide range phototube, 400-700nm	Wide range filter
Sphygmomanometer	Stethoscope
Miniature biochemistry model	Serum applicator
Round tipped forceps	Lyophilized total proteins
plate rack for test tubes	Potter Elvehjen tissue grinder with pestle
Dialamatic microdispenser 100 ml	Dialamatic microdispenser replacement glass bores
Rapidesing templates	350 copies of scientific kit
Chemical structure template	

TEACHING MATERIALS PURCHASED BY U.S. PROFESSORS
PARTICIPATING IN THE NICARAGUA VISITING PROFESSORS PROJECT

LINDA ROTH (11/81 - 12/83), UCA

Teaching Aids

Acetates, medium	Acetates, thick
Acetates, wet media	Castell pens
Ink for acetate drawing	Holder for drawing point sections

Books and Journals

Photocopy of <u>Forest Management Manual</u>	Photocopies of Silviculture Articles and Silvicultural Treatment Diagrams
"Scientific Monographs" 16 & 20	6 Costa Rican Silviculture books
<u>Ecología Basada en Zonas de Vida</u>	<u>Principios de Silvicultura (21)</u>
<u>Ecología y Química de Suelos (16)</u>	<u>Textbook of Wood Technology</u>
<u>Variable Probability Sampling</u>	<u>Timber Cutting Practices</u>

Ecology (Silvaculture) Supplies/Equipment

Psychrometer kits	Maximum and Minimum Thermometers
Rain Gauges	Insect Pins, sizes 000,00,1,7,4,3
P-chlorophenoxyacetic acid paste	P-chlorophenoxyacetic acid powder
Gibberellic acid paste	Indole-3-acetic auxin
Kinetin	Rootone F
Map measure compasses	Folding pocket stereoscopes
Modified acreage grids	Clinometers
Set of 6 parallax wedges	White plastic flagging rolls
Red plastic flagging rolls	Tree tanglefoot
Cutter insect repellent	Polyethylene field book binders
loose-leaf write-in-the rain paper	Tree pruner
Aluma-boss tags	Ties for tags
Soil texture unit and instructions	Dial pocket thermometer (centigrade)
Pocket altimeter	Idico filler - plug paint gun
Yellow tree marking paint	Core sample dye
Wilt-pruf anti-transparent	Silver ranger compasses
Keson fiberglass tape	Straps plant press
Abney level	Parallax wedges
Aluminum tripod for pocket transit	Ball & socket head for pocket transit
Compensating polar planimeter	Soil thermometer
Aerolite binocular	Hellig-Truog soil pH test kit
Stereometer parallax bar	Lightweight mirror stereoscope
Aluminum tags	18' tree pruning unit
Pruner	Land measure compass
Parallax wedge	Crown density scales 1:20,000
Crown density scales 1:15,840	Metal precision pantograph
Pocket abrams stereoscope	Pocket abrams
Hellige pH test kit	Soil probe
White flagging	Amber metric prism
Abney level manual	Aerial form line grids
Lufkin D. tape nubian	10m steel D-tape metric
Calipers	Haglof increment borer
Haga altimeter	Brunton pocket transit
Metric bark gauge	

TEACHING MATERIALS PURCHASED BY U.S. PROFESSORS
PARTICIPATING IN THE NICARAGUA VISITING PROFESSORS PROJECT

MIRETTE SEIREG (11/81 - 12/83), UCA

Teaching Aids

Opaque projector and extra bulbs	Expandable file
Filing cabinet	Magic markers
Hinge folders	Black mimeo ink
Mimeo stencils	Paper, mimeo bond
Folders	Photographic materials (slides, etc.)
Rulers	Scotch tape
White-out	Gradebooks
Pencil sharpeners	Calculator
Slide projector, extra bulbs, and replacement lens	Transparencies (for overhead projector)
Pens	Colored markers
3 bulbs for overhead projector	Staplers
Overhead projector extension cord	Stainless steel utility scissors

Books and Journals

<u>Plant Pigments, Flavors and</u>	<u>Basic Food Microbiology</u>
<u>Textures: the Chemistry and</u>	<u>Chemistry and Testing of Dairy Products</u>
<u>Biochemistry of Selected</u>	<u>Food Quality Assurance</u>
<u>Compounds</u>	<u>Microbiology of Food Fermentation</u>
<u>Foodborne and Waterborne Diseases,</u>	Nutrition texts (5)
<u>Their Epidemiological</u>	Nutrition journal
<u>Characteristics</u>	<u>Food Service Manual for Health Care Institutions</u>
<u>Nutrition in Perspective</u>	Nutrition books (4)
<u>Nicaraguan cookbooks</u>	<u>Food Science</u>
<u>Modern Nutrition in Health</u>	Article reprints
<u>and Disease</u>	

Nutrition Supplies/Equipment

Lab towels	Clear Pyrex custard cups (24)
Capsule stain	Falabella stain
Nuclear stain	Spore stain
Clostridium tetani	Mycobacterium tuberculosis
Bacillus Anthracis	Treponema pallidum
Salmonella typhosa	Stagnant water smear
Fungi survey set "E"	General bacteriology survey set "D"
Colony counter	Coffee pot
Stainless steel kitchen tongs	Warfin (matarratas)
Dishes for lab	Roach killer
8 mouse traps	Polyurethane
Towel bars	Nutritional assessment kit
Ice	Foods supplies
Black paint	Poster board

TEACHING MATERIALS PURCHASED BY U.S. PROFESSORS
PARTICIPATING IN THE NICARAGUA VISITING PROFESSORS PROJECT

JAMES SILLIMAN (11/81 - 5/83), UNAN

Teaching Aids

Technical Pen set, ink, and cleaner	Mimeo ink and pens
Projector lamps	Auxilliary lamps
Darkroom guide projector lens	30 microscope lights
Slide projector, lens, and tray	Photo and color slides film

Books and Journals

<u>The Audubon Society Field Guide to</u> <u>North American Birds - eastern</u> <u>region</u>	<u>The Audubon Society Handbook for Birders</u> <u>Families of Birds</u>
Texts (7)	Faxon Co., \$875 for selection of journals
Bird guides (2)	Xeroxed texts (4)
	Field Guides to mammals & western reptiles

Biology (Ornithology) Supplies/Equipment

5 Hand lanterns 5000 candle power	Binoculars (10X50mm)
Lab anatomy of turtle	Lab anatomy of white rat
Lab anatomy of cat	Dissolved oxygen kit
Phosphate test kit	Combination test kit
Nitrate kit	Alkalinity test kit
Calipers	Binoculars Aerolite
3' auger tube kit	Tensiometers
Tensiometer service kit	Soil thermometer
pH soil humidity meter	Pocket psychrometer
Replacement thermometers	Replacement cistern cap
Replacement wicks	Altimeter
Wax pencils	Strapping tape
Semilog graph paper	3 bird nets
Bristol board for specimen labels	

January 1984 jmw

APPENDIX XI

NICARAGUA VISITING TEACHER'S PROJECT
EVALUATION VISIT SCHEDULE

Sunday, September 25, 1983

Organizing and planning the evaluation design.

Monday, September 26, 1983

9:00 am Meeting with AID: Bernard DuPuis, Julio Somarriba, Violeta Bebout.

General discussion of evaluation plans.

11:00 am Meeting with Universidad Centroamericana (UCA) officials:
& Lunch Padre Miguel Angel Ruiz Vicario, Rector; Padre Amando Lopez;
ex-Rector.

2:30 pm Meeting with Licda. Elda Garcia, Head, School of Ecology at
UCA. Evaluation of Nathan Stone, Carol Engle, and Linda Roth.

3:30 pm Visit to Aquaculture Project at Las Mercedes with Nathan
Stone, Carol Engle.

5:30 pm Interview with Nathan Stone.

Tuesday, September 27, 1983

9:00 am Interview with Ing. Agrónomo Carlos Saenz, Dean of UCA's
Agronomy Faculty in which Schools of Ecology and Nutrition
are located. Evaluation of all four UCA teachers.

10:00 am Interview with Lic. Alejandro Guevara, Head, School of
Nutrition at UCA. Evaluation of Mirette Seireg.

11:00 am Interview with Carol Engle.

12:30 pm Lunch with Dr. Mariano Fiallos, Rector, Universidad Nacional
Autónoma de Nicaragua (UNAN)/León.

2:30 pm Interview with Linda Roth.

4:00 pm Interview with Mirette Seireg.

Wednesday, September 28, 1983

7:30 am Drive to León.

9:00 am Meeting with Dr. Eduardo Muñoz, Secretary General, and Dr.
Dionisio Palacios, LASPAU Project Coordinator.

9:30 am Meeting with Licda. Maritza Vargas, Head of Biology Depart-
ment at UNAN. Evaluation of Lyn Garling, Michael Marsh, and
James Silliman.

10:30 am Interview with Dr. Luis Muñoz, Head of Biology Department of
UNAN's Medical School. Evaluation of Juan Negrón.

Wednesday, September 28, 1983, continued

11:00 am Interview with Juan Negrón.

12:00 pm Visit to James Silliman's grave at León cemetery.

12:30 pm Lunch with Dr. Eduardo Muñoz.

1:30 pm Return to Managua

3:00 pm Attendance at inauguration of Nutrition lab at UCA.

Thursday, September 29, 1983

5:30 am Attendance at fish harvest at Aquaculture project Las Mercedes with UCA and INPESCA.

10:00 am Discussion of Project write-up.

3:00 pm Meeting with R. Cary Coulter, AID Mission Director and Anthony Quainton, U.S. Ambassador to Nicaragua to report on evaluation of AID/LASPAU Visiting Professors project.

4:00 pm Meeting with USIS - Cultural Affairs Officer Carol Doerflein. - to discuss project evaluation and USIS interest in future funding of Visiting U.S. Professors.

11/1/83 jmw

EVALUATION OF LASPAU/USAID
VISITING PROFESSORS PROJECT

Interview Questionnaire
U.S. Professors

1. What personal/professional goals/expectations did you have for your tour in Nicaragua? Did these change over time? If no, why? Rank (1-5)
2. What have been the most constructive/supportive factors in your departmental work context? The least supportive/constructive? Work Context (1-5)
3. How would you assess LASPAU's contribution to the project? Could project planning, staffing, management, logistics et al have been more effectively handled? If so, how? Responsiveness? Collaborative attitude? (1-5)
4. How would you assess overall project impact on:
 - the Visiting Professors themselves?
 - your Nicaraguan department and University?
 - Nicaraguan development efforts: (1-5)
5. We are attempting to describe/quantify the Visiting Professors' activities/contributions in graphic form. How would you categorize and assess your contributions? (Teaching, materials and curriculum, development, professional development - in service, demonstrations et al?)
6. Would you care to comment on any unintended project outcomes - either desirable or undesirable?
7. What will remain after the project ends?
8. Open - Do you have any comments or observations not covered in the Questionnaire?

EVALUATION OF LASPAU/USAID
VISITING PROFESSORS PROJECT

Interview Questionnaire
Nicaraguan Rectors, Administrators, Deans

1. What goals/expectations did you have for the project at your institution? Did these change over time? If no, why? Rank (1-5)
2. What were the most constructive/supportive factors in you department for realizing the project goals. Were there circumstances which hindered the professors from carrying out their work as planned? Work Context (1-5)
3. How would you assess LASPAU's contribution to the project? Could project planning, staffing, management, logistics et al have been more effectively handled? If so, how? Responsiveness? Collaborative attitude? (1-5)
4. We are attempting to describe/quantify the Visiting Professors' activities/contributions in graphic form. How would you categorize and assess their contributions? (Teaching, materials and curriculum, development, professional development - in service, demonstrations et al?) (1-5)
5. Would you care to comment on any unintended project outcomes - either desirable or undesirable?
6. How would you assess overall project impact on:
 - the Visiting Professors themselves?
 - your Nicaraguan department and University?
 - Nicaraguan development efforts?
7. What will remain after the project ends?
8. Open - Do you have any comments or observations not covered in the Questionnaire?

11/22/83 jmw

APPENDIX XII

TABULATIONS OF PROFESSORS' ACCOMPLISHMENTS

March, 1982 - December, 1983

CAROLE ENGLE
NATHAN STONE
March 1982 - December 1983

UNIVERSITY COURSES

	<u># Hours</u>	<u># Students</u>
o Aquaculture I which met three hours per week for 20 weeks	60	5
o Aquaculture II which met three hours per week for 20 weeks	60	5
o Aquaculture I which met three hours per week for 20 weeks	60	7
o Aquaculture II which met three hours per week for 20 weeks	60	7

LABORATORY

o Aquaculture I lab which met for five hours twice a month for five months	50	5
o Aquaculture II lab which met for five hours twice a month for five months	50	5
o Aquaculture I lab which met for five hours twice a month for five months	50	7
o Aquaculture II lab which met for five hours twice a month for five months	50	7

EXTENSION COURSES

o Aquaculture I	64	21 graduate students
o Aquaculture II	64	45 "
o Aquaculture II	24	64
o Special workshops for four weekends for graduates of previous courses	40	10
o Aquaculture site evaluation and pond construction requested for employees of INPESCA	50	18
o Basic fish culture and maintenance which met for an intensive one-week course	50	22
o Theory and technique of aquaculture met for four weekends	50	18
o 50 two-hour public talks on aquaculture from level of government ministers to rural peasants	100	1,000 (20 X 5)
o Introduction to aquaculture site evaluation for AMLAE (Association of Nicaraguan women)	14(2 days)	17
o Workshop on site evaluation and construction for Boaco group	7(1 day)	5
o Technical Assistance for Cooperative pond in Jalapa		

CAROLE ENGLE
NATHAN STONE

MATERIALS PREPARATION

Hours # Students

- o Completed eight course curricula for Aquaculture
- o Completed five course curricula for Fisheries
- o Produced seven manuals on basic fish culture (1,000 copies of each to be published By UCA/Juan XXIII Institute)
- o Three newspaper articles on Aquaculture development potential in Nicaragua (Encuentro, La Prensa, Al Nuevo Diario)

RESEARCH/PROJECTS

- | | | |
|---|-----|---|
| o Construction of two aquaculture ponds at Las Mercedes experimental farm: dug 1/4 acre ponds which required 12 hours per day six days per week for ten weeks | 720 | 2 |
| o Ten week experiment conducted by UCA students: growth and survival of <i>Tilapia nilotica</i> fry at three stocking densities in hapas | | |
| o Advisor to experiment conducted by UCA students: growth and survival of <i>Sarotherodon niloticus</i> with three different presentations of feed | | |

ADMINISTRATION

- o Arranged for a one month training course at the aquaculture station in Panama for Department Director
- o Coordinator of Fisheries and Aquaculture until June of 1983 (returning LASPAU Scholar took over duties)

THESIS

- o Advisor for ten week experiment and thesis conducted by UCA students: growth and survival of *Tilapia nilotica* fry at three stocking densities in hapas
- o Advisor to experiment and thesis conducted by UCA students: growth and survival of *Sarotherodon niloticus* with three different presentations of feed

LYN GARLING
March 1982 - December 1982

UNIVERSITY COURSES

Hours # Students

- o Advanced Ecology
- o Advisor to professor giving 8 hours per week lectures in general ecology

LABORATORY

- o General ecology lab which met three times per week for 2 hours for 40 weeks 240 50

MATERIALS PREPARATION

- o Advanced Ecology curriculum development, course outlines, lab plans, and lab equipment

MICHAEL MARSH
March 1982 - May 1982

LABORATORY

	<u># Hours</u>	<u># Students</u>
o Professor of Zoology II lab and field trips (4) six hours per week for 12 weeks	72	15

MATERIALS PREPARATION

o Continued preparation of laboratory plans for Zoology II for eight hours a week, 12 weeks duration	96	
o Preparation of mimeographed text for Zoology II (completed before his departure) 20 hours per week for 12 weeks	240	

JUAN NEGRON
March 1982 - December 1983

<u>UNIVERSITY COURSES</u>	1982	# Hours	# Students
o Biochemistry I (Medical School)		50	200 students
o Biochemistry II (Medical School)		50	200 "
o Biochemistry I (Pharmacy School)		50	200 "
o Biochemistry I (Dentistry School)		50	200 "
o Advanced Biochemistry		45	8 colleagues
o Tutorial of Student Teachers		20	2 "
o Tutorial of Colleagues		20	3 "
	1983		
o Biochemistry I (Medical School)		50	200 students
o Biochemistry II (Medical School)		50	200 "
o Biochemistry I (Pharmacy School)		50	200 "
o Biochemistry I (Dentistry School)		50	200 "
o Advanced Biochemistry		45	8 colleagues
o Tutorial of Student Teachers		20	2 "
o Tutorial of Colleagues		20	3 "

LABORATORY 1982 & 1983

o Biochemistry lab for Pharmacy group	45	200 students
	45	200 students

MATERIALS PREPARATION

- o Preparation of curriculum, lectures, laboratory materials for all biochemistry courses
- o Development of class notes to take place of text-books which were available only as references

RESEARCH

- o Compiled and edited 200 page monograph on prevalent hereditary diseases in Nicaragua, diagnosis and treatment
- o Research on molecular biology related to prevalent diseases in Nicaragua

LINDA ROTH
March 1982 - December 1983

<u>UNIVERSITY COURSES</u>	1982	<u># Hours</u>	<u># Students</u>
o Dasonomy course		50	8
o Photointerpretation and Cartography courses where student aide was trained as teacher		50	40
o Ecology II course		50	16
o Forest Management		50	8
	1983		
o Dasonomy course		50	16
o Ecology II course		50	34
o Dasonomy course		50	34
o Cartography and photointerpretation courses where student aide was trained as teacher		50	25

LABORATORY

- o All courses had laboratory/field strip component
- o Student practice at UCA's forestry preserve ("plantation") - a preserve being planted with samples of all tree varieties in Nicaragua

RESEARCH/PROJECTS

- o Joint project with IRENA (Ministry of Natural Resources) which centered on an inventory of a three-hectare stand of oaks/Estelí
- o Projects to train students in forest mapping techniques
- o Continued planning for modest Botanical Garden
- o UCA/CATIE firewood project

MATERIALS PREPARATION

- o Cartography and photointerpretation curriculum, and practice labs

MIRETTE SEIREG
March 1982 - December 1983

<u>UNIVERSITY COURSES</u>	1982	<u># Hours</u>	<u># Students</u>
o Nutritional pathology I		80	10
o Diet therapy I		80	10
o Advanced Nutrition Seminar		50	5
o Diet therapy II		50	10
o Human physiology		80	10

NOTE: one colleague was trained as Assistant in each course

	1983		
o Selection and preparation of foods		80	60
o Laboratory/selection and preparation of food		240	60

NOTE: second colleague was trained as Assistant in two courses

LABORATORY

- o Collaborated in writing and negotiated funding proposal to the University of Moncton, Canada for \$U.S.15,000 to equip nutrition lab
- o Designed and supervised construction of lab, purchase and delivery of equipment
- o Requested additional grant from UCA for construction of labs and additional equipment
- o Inaugurated lab in October 1983 prior to departure

EXTENSION COURSES

- | | | |
|---|----|----|
| o Coordination of work-study project with Ministry of Education and UCA people to tabulate nutrition of school children | 80 | 5 |
| o Workshop on solar food dehydration | 25 | 15 |
| o Participants of solar food dehydration workshop taught hundreds of people at the World Food Day sponsored by FAO in Managua | | |
| o Workshop with INPESCA for developing a television program to promote fish consumption by presentations of the nutritional content of fish and recipes | | |
| o Workshop on research: techniques and technical writing in nutrition | 10 | 10 |

MIRETTE SEIREG

MATERIALS PREPARATION

- o Developed manuals (including text and exercises) for the following courses (averaging 100 - 250 pages) in lieu of textbooks which were not available
 - Nutritional Pathology I and II
 - Diet Therapy I and II
 - Nutritional Pathology
 - Food Science: Theoretical and Practical Laboratory Guide
- o Developed materials and curricula for Human Physiology and an Advanced Nutrition seminar

ADMINISTRATION

- o Coordinated UCA/Ministry of Education Nutrition Project for eight months
- o Coordinator of Nutrition Lab for 27 months

1/84 jmw

JAMES SILLIMAN
March 1982 - May 1983

UNIVERSITY COURSES

	<u># Hours</u>	<u># Students</u>
o Advisor to Instructors teaching five sections of Zoology III		25
o Taught one section of Zoology III which met for four months for four hours per week	64	35
o Taught Ornithology course which met for four months for two hours per week	32	6

LABORATORY

o Taught one section of Zoology III lab	15
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MATERIALS PREPARATION

- o General curriculum development advising for zoology 15 hours per week
- o Development of Zoology IV curriculum, lab manuals, and course outlines 10 hours per week
- o Development of ornithology course 5 hours per week

RESEARCH/PROJECTS

- o Development of Inventory of Migratory and Native Birds of Nicaragua
- o Netting and Tagging of Birds (week-ends)

THESIS

- o Advisor to various students in zoology and ornithology for eight hours per week